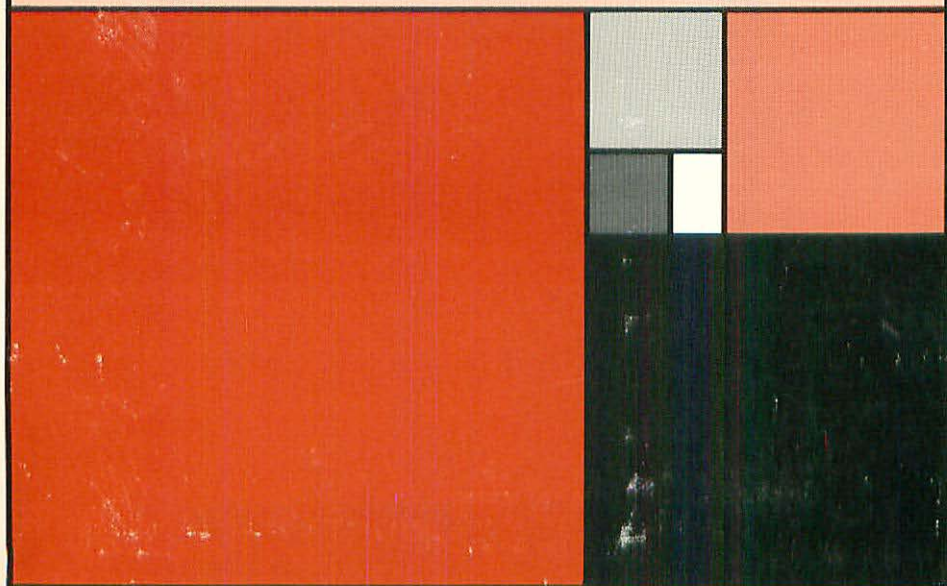


dawvson college
calendar 1978.79



The College reserves the right to make changes without prior notice to the information contained in this publication, including the alteration of various fee schedules and the revision or cancellation of particular courses.

Students intending to seek membership in a professional corporation in Quebec are reminded that, as of July 1, 1976, they are required to show that they possess a working knowledge of the French language, in conformity with the requirements of the Professional Code (Bill 250) and the Official Language Act (Bill 101).

Cegep Dawson College

**350 SELBY STREET
MONTREAL, QUEBEC
CANADA
H3Z 1W7**

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Welcome to Dawson

At the end of the 1978-79 academic year, Dawson College will have completed its first decade of operation. Much has happened at the College and in Quebec generally during that time. On one hand, we have survived the trauma of organizational birth pains while simultaneously learning a great deal about the rich potential of Cegep as a community based educational institution. On the other, as an English-language college in Quebec, we have been influenced by, and have had to adjust to, many rapidly changing political and social realities.

In that context, we will continue to offer a broad range of pre-university and career programmes for post-secondary students and a wide variety of courses and programmes for adults. We will assure that our students are equipped to integrate themselves into the contemporary life of the Province. We are also pledged to preserve the unique role established by Dawson College in Montreal. Despite some fears in the Anglophone community emanating from the present political climate, we are currently embarking on a development project which will both alleviate our chronic facilities problems and safeguard our future presence as a viable and vital aspect of the Montreal urban scene.

In regular academic programming, we are committed to providing a balance between general and specialized education and all regular students must fulfill requirements in the "Core" subjects, English and Humanities, as well as those in their chosen fields of specialization. Since many students may not have definite career goals when they enter the College, we give them the opportunity of changing programmes . . . especially during the first year . . . to accommodate their changing attitudes and desires. For students who might profit from some review before they embark on regular programmes, we offer Preparatory Arts and Preparatory Science programmes. High priority is also given to improving the language and communication skills of all students. Offerings in the adult sector are very diverse and flexible and we look to community advice in order that they remain so.

We think that all members of the Dawson community should have the opportunity to share in determining the character and direction of the College. It is standard practice to consult everyone concerned before decisions are made, and students, teachers, and staff are encouraged to participate personally in the formation of College policies, especially those that concern them directly.

We have always believed that personal growth is as important as the acquisition of academic and technical skills. Everyone at Dawson is treated as an adult and is expected to learn and mature from the experience of their total life in the College. In this regard, we try to provide an open climate for discussion, controversy, change and growth. However, it is up to members of the College community to take advantage of the opportunities offered and to profit from them in a meaningful way.



ROBERT 'Squee' GORDON
Director General.

Bienvenue au Collège Dawson

A la fin de l'année scolaire 1978-79, le Collège Dawson aura complété dix années d'activité. De nombreux événements se sont produits au collège et au Québec, en général, pendant cette période de temps. D'une part, nous avons surmonté le choc qu'ont amené les premières opérations d'organisation tout en découvrant le vaste potentiel qu'offre le Cégep dans son rôle d'établissement communautaire d'enseignement. D'autre part, à titre de collège anglophone québécois, nous avons été influencés par les nombreuses actualités sociales et politiques toujours changeantes et nous avons eu à nous y adapter.

Dans cette perspective, nous continuerons à offrir une vaste gamme de programmes pré-universitaires et professionnels aux étudiants du post-secondaire ainsi qu'une grande variété de cours et de programmes visant les adultes. Nous verrons à ce que nos étudiants soient formés de façon à pouvoir s'intégrer à la vie actuelle de la province. Nous nous engageons aussi à maintenir le rôle particulier qu'a le Collège Dawson à Montréal. En dépit des inquiétudes qu'éprouve la communauté anglophone en raison du climat politique actuel, nous entreprenons présentement un projet de développement qui remédiera à nos problèmes continuels d'installations et assurera notre présence future comme un élément viable et essentiel de la composition urbaine de Montréal.

Dans le domaine des programmes scolaires réguliers, nous sommes engagés à fournir un équilibre entre l'éducation générale et spécialisée et tout étudiant régulier doit satisfaire aux exigences des cours communs, Anglais et "Humanities" ainsi qu'à celles de son domaine de spécialisation. Puisqu'un grand nombre d'étudiants n'ont pas de but définitif quant à une carrière lorsqu'ils entrent au collège, nous leur donnons l'occasion de changer de programmes . . . surtout pendant la première année . . . afin de convenir à leurs attitudes et à leurs intérêts changeants. Quant à l'étudiant qui bénéficierait d'une révision avant de commencer les programmes réguliers, nous offrons le programme préparatoire aux Arts et le programme préparatoire aux Sciences. Une grande importance est aussi accordée au perfectionnement de la langue et des qualités de communication de tous les étudiants. Nous offrons des cours et des programmes très variés et flexibles aux adultes et nous comptons sur les suggestions de la communauté pour les maintenir ainsi.

Nous pensons que tous les membres de la communauté Dawson doivent avoir l'occasion d'aider à déterminer le caractère et l'orientation du collège. Il est de pratique courante de consulter toutes les personnes intéressées avant de prendre des décisions et nous encourageons les étudiants, les professeurs et le personnel à prendre part, personnellement, à l'élaboration de la politique du collège, surtout celle qui les touche tout particulièrement.

Nous croyons toujours que le développement individuel est aussi important que l'acquisition de connaissances scolaires et techniques. Au Collège Dawson, nous traitons chaque personne comme un adulte et nous nous attendons à ce qu'elle apprenne et qu'elle s'enrichisse de l'expérience d'une vie pleine au collège. Dans cette perspective, nous essayons de créer un climat qui prête à des discussions, des débats, des changements et au développement. Cependant, c'est aux membres de la communauté du collège de se prévaloir des occasions offertes et d'en profiter d'une façon efficace.

Robert "Squee" Gordon
Le Directeur général,

Benvenuti a Dawson

Alla fine dell'anno accademico 1978-79, Dawson College avrà completato il suo primo decennio di attività. In questo periodo tanti eventi si sono svolti tanto nel nostro istituto quanto nella provincia di Quebec.

In primo luogo abbiamo dovuto superare i problemi riguardanti l'organizzazione di questo nuovo tipo d'istituto educativo introdotto allora, riconoscendo il ricco potenziale del "CEGEP", come un'istituzione educativa legata con la comunità. Essendo Dawson College un istituto anglofono, abbiamo dovuto adattarci in un breve periodo alla realtà politica e sociale di questa provincia.

In quest'atmosfera, continueremo ad offrire una larga gamma di corsi pre-universitari e professionali agli studenti provenienti dalle scuole secondarie e anche una grande varietà di corsi e programmi di studi serali per gli adulti. Durante gli studi, i nostri studenti vengono preparati ad integrarsi nella vita contemporanea della provincia. E' nostro dovere di mantenere il ruolo unico stabilito da Dawson College a Montreal. Malgrado alcune preoccupazioni sorte nella comunità anglofona e provenienti dalla presente situazione politica, elaboriamo sempre nuovi progetti per sviluppare le facilità esistenti e proteggere nel futuro la nostra identità come un aspetto vitale della città di Montreal.

Nella regolare programmazione accademica, equilibriamo gli studi specializzati con quelli di tipo generale e tutti gli studenti devono adempiere i requisiti dei corsi obbligatori, d'inglese e di "Humanities", come pure i corsi scelti nel loro campo di specializzazione. Siccome molti studenti, all'inizio, non hanno ancora una chiara idea della loro futura professione, diamo loro l'opportunità di cambiare il programma nel corso degli studi, specialmente durante il primo anno. A studenti non sufficientemente preparati alle esigenze dei nostri corsi, offriamo programmi preparatori in scienze naturali e studi letterari. Diamo una grande enfasi al perfezionamento della lingua e all'abilità comunicativa di tutti gli studenti. I programmi offerti nel settore dei corsi serali sono più flessibili e adattati alle esigenze della comunità.

Siamo del parere che a tutti i membri della comunità di Dawson deve essere data l'opportunità di contribuire nella determinazione e direzione del carattere di Dawson. E' nostra consueta abitudine di consultare la comunità prima che una decisione sia presa, e studenti, professori e impiegati sono incoraggiati a partecipare personalmente nella formazione della politica dell'istituto, specialmente nei casi riguardanti direttamente loro stessi.

Abbiamo sempre creduto che lo sviluppo della personalità è tanto importante quanto quello accademico e tecnico. A Dawson regna uno spirito di uguaglianza e gli studenti si formano dalla partecipazione totale nella vita di Dawson. E' per questa ragione che cerchiamo di incoraggiare gli studenti alla discussione e polemica aperta, e di stimolare il loro sviluppo. Comunque, dipende dai singoli membri della comunità di Dawson, di approfittare attivamente delle possibilità offerte.

Robert "Squee" Gordon
Direttore Generale

Benvindos ao Dawson

No fim do ano lectivo de 1978-79, o Dawson College completará a sua primeira década de existência. Muitas coisas se passaram durante este período, tanto no Colégio como no Quebec. Por um lado nós sobrevivemos ao trauma de alguns problemas de organização enquanto simultaneamente aprendíamos acerca da riqueza potencial do CEGEP como uma comunidade baseada numa instituição educacional. Por outro lado como um colégio de língua inglesa no Quebec, nós temos sido influenciados por rápidas modificações políticas e sociais, tendemos que nos adaptar gradualmente a elas.

Neste contexto, continuaremos a oferecer uma extensa variedade de programas pré-Universitários e profissionais para estudantes que acabaram o ensino secundário, e uma ampla variedade de cursos e programas para adultos. Nós asseguramos que os nossos estudantes ficarão preparados para se poderem integrar na vida contemporânea da província. Apesar do medo de alguns membros da comunidade de língua inglesa, derivada da presente situação política, nós estamos neste momento a iniciar um projecto, o qual aliviará os nossos problemas de instalações, e salvaguardar a nossa futura presença como um viável e vital aspecto na cena urbana de Montreal.

Academicamente nós estamos comprometidos em dar um equilíbrio entre educação geral e especializada, e todos os estudantes têm que preencher os critérios necessários nos principais cursos, Inglês e Humanidades, assim como os que escolherem nos seus ramos de especialização. Visto que muitos estudantes não têm uma ideia definida quando começam o colégio, nós damos-lhes a oportunidade de mudarem de curso especialmente durante o primeiro ano, para acomodar as suas mudanças de atitudes e desejos. Para os estudantes que queiram aproveitar de uma revisão antes de começar os cursos regulares, nós oferecemos cursos de Artes Preparatórias e Ciências Preparatórias. Uma grande prioridade é também dada para melhorar a linguagem e habilidades de comunicação de todos os estudantes. Os cursos oferecidos no sector adulto são muito diversos e flexíveis.

Nós pensamos que todos os membros da comunidade do Dawson devem ter a oportunidade para partilhar na determinação de carácter e da direcção do Colégio, é costume consultar todas as pessoas antes que qualquer decisão seja tomada, e estudantes, professores, e funcionários estão prontos a participar pessoalmente no estabelecimento dos regulamentos do Colégio, especialmente aqueles que lhes dizem respeito directamente.

Nós sempre acreditamos que o carácter da pessoa é tão importante como qualquer outro curso. Cada um no Dawson é tratado como adulto e deverá aprender e amadurecer pela experiência que teve no Colégio. A esse respeito nós tentamos dar oportunidades para discussões controversas, mudanças e desenvolvimento da personalidade. De qualquer maneira, são os membros da comunidade do Colégio que tirarão proveito das oportunidades oferecidas e beneficiarão delas de uma maneira significativa.

Robert "Squee" Gordon
Diretor Geral

歡迎就讀於 Dawson 學院

本學院自一九六八年創立，於明學年底便將有十年歷史。此期間內，學院本身和魁北克省都有不少轉變。我們一方面克服了創校後的各種發展上的困難，更也適應了本省在政治和社會方面的急變。

我們繼續設立各項大學預科，職業性專科，及成人教育科目，以使本校學生能適應當前環境。本學院在蒙特利爾之獨特地位，我們自當維持。雖然目前的政治環境，使本省說英語的居民有點不安，但我們將繼續發展，一則為改善設備，二則為確保本學院在本市之重要性。

關於課程方面，我們深信普通學識和專科學識，定要平衡。除了專科的科目，學生更要修讀“必修”科，英文，及人文学等科目。當然，學生入學後，也可以轉科。我們更設有文科及理科預科，以適應部份學生之需。至於成人教育，則更科目繁多。

本學院一向宗旨，認為個人修養，與學術進修同等重要。學生在校期間，除了盡量利用學院的設備和環境，以求增加知識，對學院各項措施，亦望能參加意見。

院長，

哥頓

ΚΑΛΩΣΪΣΤΕ ΣΤΟ DAWSON

Στό τέλος του δεκαομηνικού Έτους 1978-1979, τό Κολλέγιο DAWSON θά Έχη συμπληρώσει τήν πρώτη του δεκαετία λειτουργίας. Πολλά Έχουν συμβεί στό Κολλέγιο καί στό έκπαιδευτικό μέσο σ' αυτό τό διάστημα. 'Απ' τή μιá μεριά, έπικράσαμε τό τραύμα πού προξένησαν οί πόνοι τών όργανωμένων γεννήσεων κασ' όν χρόνον μαθαίνοντας ταυτόχρονα κολλά όύρω άπό τίς πλοσίτες δυνατότητες του CEEPER σάν εκπαιδευτικό ύόρυμο βυσιτισμένο στήν κοινότητα. 'Απ' τήν άλλη μεριά, σάν Κολλέγιο άγγλικής γλώσσας στό έκπαιδευτικό, έπιρρεαστήκαμε καί προσαρμολστήκαμε σέ πολλές ταχύτατα έναλλασσόμενες πολιτικές καί κοινωνικές πραγματικότητες.

Σ' αυτές τίς περιστάσεις, θά συνεχίσουμε νά προσφέρουμε ένα εδρύ έπίπεδο προ-πανεπιστημιακών καί επαγγελματικών προγραμμάτων γιά άποφοίτους μεσαίας εκπαιδευσεως καί εύρεία ποικιλία μαθημάτων καί προγραμμάτων γιά ένηλικίους. θά εξασφαλίσουμε ώστε οί σπουδαστές μας νά είναι προετοιμασμένοι νά εισχωρήσουν στή σύγχρονη ζωή του έκπαιδευτικού. 'Επίσης ύποσχόμαστε νά διατηρήσουμε τόν μοναδικό ρόλο πού Έχει καθιερώσει τό Κολλέγιο DAWSON στό Μοντρεάλ. Ιϊαρά τούς φόβους στήν άγγλόφωνη κοινότητα τούς πηγάζοντες άπό τό παρόν πολιτικό κλίμα, άνοιγόμαστε αήτή τή στιγμή σ' ένα σχέδιο άναπτύξεως τό όπου θά έλαφρώσει τά χρόνια προβλήματα άνέσεων χρήσεως καί έπίσης θά εξασφαλίσει τή μελλοντική παρουσία μας σάν μιá βιώσιμη καί ζωτική βήη της άστικής σκηνής του Μοντρεάλ.

Στόν γενικό άκαδημαϊκό προγραμματισμό, Έχουμε θέσει σά σκοπό μας νά δώσουμε μιá ίσορροπία μεταξύ γενικής καί ειδικευμένης παιδείας καί όλοι οί τακτικοί σπουδαστές πρέπει νά εκπαιδευθούν τή άπαιτούμενη στή "θεμελιανή" ("CORE") μαθήματα 'Αγγλικών καί 'Ανθρωπιστικών σπουδών καθώς έπίσης καί στή περία ειδικευσεως πού Έχουν έκλέξει. 'Επειδή πολλοί σπουδαστές μπορεί, όταν εισέρχονται στό Κολλέγιο, νά μήν Έχουν καθωρισμένα επαγγελματικά τέμματα, τούς όδινουμε τήν εύκαιρία νά αλλάξουν προγράμματα -- ειδικά κατά τό ύπόστημα του πρώτου Έτους -- γιά νά συμβιβάσουν τίς μεταβαλλόμενες οιαδέσεις καί έπιθυμίες τους. Γιά σπουδαστές πού μπορεί νά έπωφεληθούν άπό κάποια άναθεώρηση πριν νά έπιδώσουν στή κανονικά τους προγράμματα, προσφέρουμε Προπαρασκευαστικά προγράμματα 'Ελευθέρων Τεχνών καί 'Επιστημών. Μεγάλη προτεραιότητα δίνεται έπίσης στήν βελτίωση άκαδημαϊκών γλώσσας καί επικοινωνίας όλων τών σπουδαστών. 'Η προσφορά μαθημάτων στό τμήμα ένηλικίων είναι ποικίλη καί εύκαμπτη καί καταφεύγουμε στή συμβουλή της κοινότητας ούτως ώστε νά παρωμείνη έτσι.

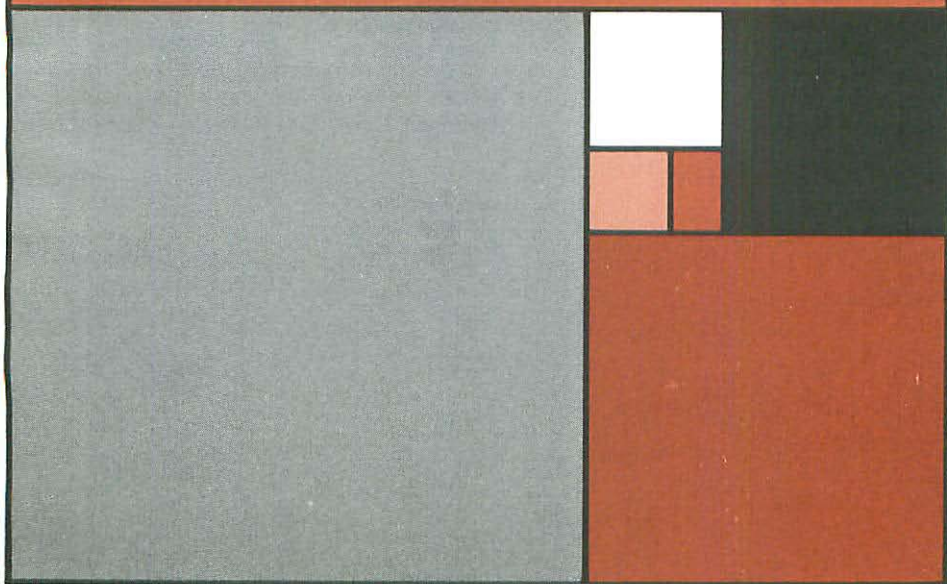
Νομίζουμε πώς όλα τά μέλη της κοινότητας του DAWSON πρέπει νά Έχουν τήν εύκαιρία συμμετοχής στόν προσδιορισμό του χαρακτήρα καί της κατεύθυνσης του Κολλεγίου. Είναι σταθερή πρακτική μας πριν πάρουμε τήν τελική άπόφαση νά συμβουλευόμαστε όλους εκείνους πού άφορτά ή κάθε άπόφαση καί σπουδαστές, καθηγητές' καί προσωπικό ένθαρρύνονται νά λαμβάνουν μέρος προσωπικά στή οιακόφωση της πολιτικής του Κολλεγίου, ειδικά εκείνης πού τούς άφορτά άμεσα.

"Έχουμε πάντα πιστέψει πώς ή προσωπική άνάπτυξη είναι τόσο σημαντική όσο καί ή άπόκτηση άκαδημαϊκών καί τεχνικών άκαδημαϊκών. Στό DAWSON καθένας ύπολογίζεται σάν ένηλικίος καί άναμένεται πώς θά μαθαίνει καί θά ώριμάζει άπό τήν πέτρα της όλικής ζωής στό Κολλέγιο. Συγκεκριμένα, προσπαθούμε νά προσφέρουμε ένα άνοιχτό κλίμα γιά συνδιάλλαξη, άμφισβήτηση, άλλαγή καί άνάπτυξη. 'Οπωςδήποτε όμως έξαρτάται άπό τά μέλη της κοινότητας του DAWSON νά έπωφεληθούν της εύκαιρίας πού τούς προσφέρεται καί νά άφελήθουν άπ' αυτά μέ νόημα καί σημασία.

X

ROBERT "SQUFFS" GORDON
Γενικός Διευθυντής

general information



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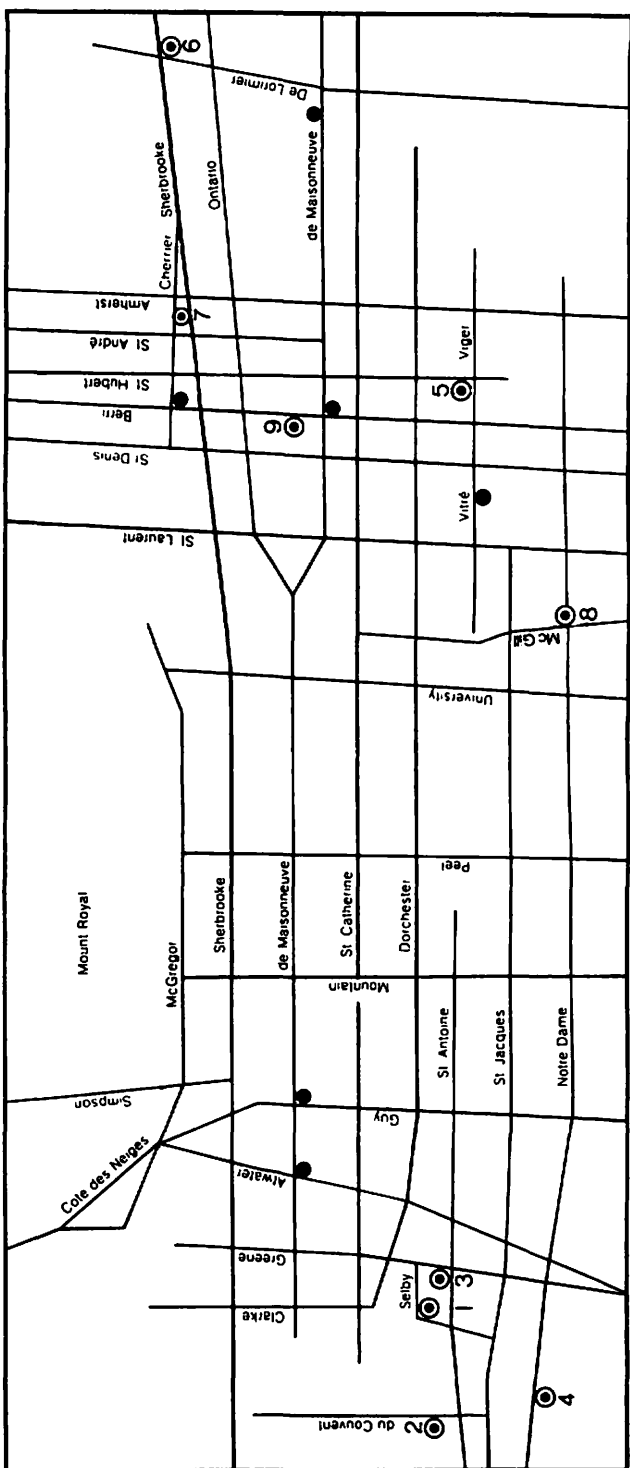
D.S.P.

Ross Paul

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Monique Lavoie
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TERRY CALLAGHAN	Selby Campus Director
JACK SILVER	Bookstore Manager
GUY NADON	Comptroller
PETER MCAUSLAN	Registrar



CAMPUSES AND SPECIAL UNITS

ADMINISTRATION — (8)	485 McGill Street Montreal, Que. H2Y 2H4 PHONE: 931-8731
ADMISSIONS — (8)	485 McGill Street Montreal, Que. H2Y 2H4 PHONE: 866-9313
ATHLETIC FACILITIES — (9)	The Showmart 1650 Berri Street Montreal, Que. H2L 4E4 PHONE: 849-2351
CONTEC — (8)	(Centre for Continuing Education) 485 McGill Street Montreal, Que. H2Y 2H4 PHONE: 866-7951
LAFONTAINE CAMPUS — (7)	1001 Sherbrooke Street E. Montreal, Que. H2L 1L3 PHONE: 525-2501
NEW SCHOOL — (8)	485 McGill Street Montreal, Que. H2Y 2H4 PHONE: 931-8731
SELBY CAMPUS — (1)	350 Selby Street Montreal, Que. H3Z 1W7 PHONE: 931-8731
Richelieu Building — (2)	990 duCouvent Montreal, Que. H4C 2R8 PHONE: 931-8731
Lucas Building — (3)	3401 St. Antoine Street Montreal, Que. H3Z 1X1 PHONE: 931-8731
Dome Theatre — (4)	3990 Notre Dame Street W. Montreal, Que. H4C 1R1 PHONE: 932-4404
VIGER CAMPUS — (5)	535 Viger Street Montreal, Que. H2L 2P3 PHONE: 849-2351
DeLorimier Building — (6)	2120 Sherbrooke Street E. Montreal, Que. H2K 1C1 PHONE: 849-2351

● Nearest Metro Station

THE ACADEMIC CALENDAR

The regular academic year runs from September 11, 1978, to May 11, 1979. Students should be available for first term course registration from September 5 to September 8, 1978, and for second term course registration from January 24 to January 27, 1979.

The College does not hold classes or laboratories on statutory holidays and is closed over Christmas and New Year.

Special summer courses are offered for students who need to make up specific courses, who wish to repeat courses failed in a regular semester, who need extra courses resulting from a programme change, or who wish to explore a new area of learning. These courses are offered only when there is sufficient demand.

Summer courses for newly admitted students who are required to take make-up courses are offered in July-August, 1978.

SUMMER SESSION 1978

Friday, June 9, 1978

Tuesday, June 13, 1978

Monday, June 12 to

Thursday, August 3, 1978

Monday, June 19, 1978

Tuesday, June 20, 1978

Tuesday, June 27, 1978

Wednesday, June 28, 1978

Thursday, June 29, 1978

Monday, July 10, 1978

Monday, July 3 to

Thursday, Aug. 10, 1978

Monday, Aug. 7 to

Wednesday, August 9, 1978

Monday, August 14 and

Tuesday, August 15, 1978

Wednesday, August 16, 1978

Friday, August 18, 1978

Monday, October 2, 1978

FALL SEMESTER 1978

Tuesday, September 5 to

Friday, September 8, 1978

Monday, September 11 to

Friday, December 22, 1978

Thursday, September 14, 1978

Tuesday, September 19, 1978 and

Wednesday, September 20, 1978

Monday, October 2, 1978

Monday, October 9, 1978

Thursday, October 26, 1978

— Registration

— Late Registration

— Classes (eight weeks)

— Unofficial course change (Regular)

— Last day to report grades for incomplete course work from the Winter semester

— Rattrapage registration (make-up) courses in Mathematics, Chemistry, and Physics

— Convocation

— Late Registration — Rattrapage

— Last day to withdraw from a course or the College without failure for regular summer school

— Rattrapage classes (six weeks)

— Exams (Regular)

— Exams — Rattrapage

— Last day for submission of grades for regular summer session

— Last day for submission of grades for Rattrapage session

— Last day to report grades for incomplete course work from the Summer semester

— Registration

— Classes

— Late Registration

— Course Change

— Last day to report grades for incomplete course work from the Summer semester

— Thanksgiving Holiday — College closed

— Journée Pédagogique

FALL SEMESTER 1978 (Cont'd)

Wednesday, November 1, 1978

Wednesday, November 1, 1978

Wednesday, November 1, 1978

Friday, November 17, 1978

Friday, December 22, 1978

Tuesday, January 2, 1979 to

Thursday, January 11, 1979

Friday, January 19, 1979

Thursday, March 1, 1979

WINTER SEMESTER 1979

Wednesday, January 24 to

Saturday, January 27, 1979

Monday, January 29, 1979 to

Friday, May 11, 1979

Wednesday, January 31, 1979

Tuesday, February 6 and

Wednesday, February 7, 1979

Thursday, March 1, 1979

Thursday, March 1, 1979

Thursday, March 1, 1979

Thursday, March 15, 1979

Wednesday, March 21, 1979

Friday, April 13 to

Monday, April 16, 1979

Friday, May 11, 1979

Monday, May 14 to

Thursday, May 24, 1979

Friday, June 1, 1979

Wednesday, June 20, 1979

JEWISH FEASTS AND FESTIVALS

1978

Rosh Hashanah	October 2
Yom Kippur	October 11
Succos	October 16
Hanukah	December 25

- Final date to withdraw from a course, or the college, without failure
- Final date for application for admission to the college for the Winter semester
- Final date for application for a programme change for the Winter semester
- College holiday
- Last day of classes
- Final exams
- Final date for the submission of grades for all Fall courses
- Last day to report grades for incomplete course work from the Fall semester

— Registration

— Classes

— Late Registration

— Course Change

— Final date to apply for admission to the Fall semester

— Final date to apply for a transfer of program for the Fall semester

— Last day to report grades for incomplete course work from the Fall semester

— Journée Pédagogique

— Last day to withdraw from a course or the college without failure

— Easter break

— Last day of classes

— Final Exams

— Final date for submission of grades for all winter courses

— Last day to report grades for incomplete course work from the Winter semester

1979

Purim	March 13
Passover	April 12
Shevuos	June 1

STUDENT SERVICES

The Student Service Department consists of a group of professionals trained to offer both remedial and developmental services to students and staff of the college. These services are offered both individually and in groups in areas of immediate and long term concern. Each campus has representatives from each of the professional groupings and for purposes of clarity, a single contact person has been identified for each service on each campus. The three main campuses each have a director who coordinates all aspects of services:

Donald Hall, Viger (and College Director)

Terry Callaghan, Selby

Donald Tepper, Lafontaine

COUNSELLING SERVICES

The counsellors are concerned with the personal needs of students and focus their energies on growth and developmental activities. Personal, group, educational, and vocational counselling services, as well as regular programmes and workshops leading to personal development are provided.

Contact People: Peter Belanger, Lafontaine

Bob Enright, Selby

Miriam Carver, Viger

HEALTH SERVICES

Through health education programmes, nutritional counselling, and weekly medical clinics, Health Services provides remedial and educational services. A well equipped clinic, staffed by a full-time nurse, is available on each campus for emergency use. Services of a physician are also provided.

Contact People: Kitty Wilkins, Selby

Donna Kettyle, Viger

Joyce Siemon, Lafontaine

LEARNING CENTRE

The Learning Centre attempts to identify general and particular student needs in reading, writing, vocabulary and study skills, and to provide for the student's development through reading improvement courses, short skills workshops, self-help programmes and limited individual tutoring and counselling.

Contact People: Rozanne Goldman, Lafontaine

Philip Heilig, Selby/Viger

INFORMATION SERVICES

Information Services provide members of the Dawson community with up-to-date information on all aspects of Dawson life. Class cancellations, room bookings, high school tours, publicity and catering for on-campus events and referral to other services are some of the services provided. This department is also responsible for gathering institutional information for use by all college departments.

Contact People: Bette Hoppe, Viger

Terry Williams, Lafontaine

Ed Howell, Selby

STUDENT AFFAIRS

Student Affairs provides community animation services by helping to organize and advise student government, clubs and activities. Animators work with students and faculty to organize outside-the-classroom learning activities and act as a resource referral center and ombudsman.

Contact People: Ken Ekins, Selby

David Oliver, Viger

Susan Joiner, Lafontaine

ATHLETICS

Athletics is really three departments in one: Physical Education Credit Courses, Intercollegiate Teams, and Intramurals. A wide variety of athletic activity and learning is provided at several facilities throughout the city. Course offerings are listed in the Physical Education section of the calendar.

Intercollegiates

Dawson has five teams competing against other Quebec Cegeps. All teams practise regularly every week. Winning is important but sportsmanship, willingness to sacrifice for the team and dedication to the team are equally important for a Dawson Blues athlete.

Intramurals

Intramurals are divided into leagues/tournaments and sports clubs. Intramurals are run entirely by Dawson students. A student commissioner is hired to administrate the league and students are hired to referee. The emphasis in the leagues/tournaments is placed on participation, pleasure and competition.

Sports clubs are formed for the purpose of recreation and/or the acquisition and perfection of skills. They are funded by student activity fees and all decisions are made by the students who are involved in them. Every club must submit a proposal to the Athletics Council which is comprised of three students and two staff members.

Any activity or club is possible at Dawson, provided a sufficient number of students indicate an interest in it. Please contact the Athletics Office for information on how to organize an activity or club.

Facilities

Dawson does not have one central sports complex. However, it does have the full-time use of the Showmart Gymnasium (Berri and de Maisonneuve), the LaFontaine Gymnasium (which is located on the seventh floor of the LaFontaine Campus). The College uses the Unity Boys Club Gymnasium near Selby from 9 A.M. to 3 P.M. (table tennis from 9 A.M. to 5 P.M.). Aquatics is taught at the Y.W.C.A. (Dorchester and Crescent). Hockey teams play out of the Verdun Arena. There is weight training equipment at LaFontaine, the Showmart and at the Selby Athletics area. The following facilities are also used periodically during the year: Nun's Island Golf/Tennis, Curling Rink; Rockland Tennis Club; McGill University playing fields; Westmount High School field and the Round Heath Outdoor Education Institute.

Contact People: Selby

Viger
LaFontaine

Showmart

— Brian J. Gill (Chairman), Judy Pinel,
Pierre Gagné, Carol Grosdanoff
— Joanne MacDonald
— Olga Rindon, Tony Proudfoot, Lydia
Bujalka, Dena Francis
— Milan Jablonsky, Andy Mezey, Drago
Krešević

BLACK AND THIRD WORLD STUDENT AFFAIRS

Black and Third World concerns itself with solutions to the personal and group problems of minority groups within the college. Activities include exchange visits to black universities in the U.S. and Canada, cultural and social events. Concern about foreign students and the special needs of ethnic students result in programmes of information and development.

Contact Person: Ashton Lewis, Selby

This office is located at the Selby campus, but service is provided throughout the college.

CAREER AND FINANCIAL AID SERVICES

The Placement Office is concerned with placing students in needed, part-time jobs and with assisting them to find summer and permanent employment in their developing areas of interest. Major focus is on placement of our career programme graduates, in collaboration with their academic faculties, with the Canada Manpower Counsellor (CMC) on campus, and with officials of employer companies, many of whom now schedule recruiting interviews at Dawson. Feedback is compiled through surveys of students' and employers' reactions to the progress past graduates have made as employees.

Financial Aid plays an important role at Dawson. The tuition is free but many students need financial help for the bare necessities of board and lodging. Application forms for government assistance are available from the Financial Aid Office from mid-summer on. Few private scholarships or bursaries are available here yet.

Contact people: Wil Penfield

— Career Information and industrial
contact

Victoria Jim Colebrook

— Placement Officer (CMC-on-campus)

Campus Huguette Clément
Mary King

— Assistant CMC Counsellor
— Financial Aid Officer

LIBRARY SERVICES

COLLECTION

The library at every campus contains books, periodicals, newspapers, government documents, pamphlets, microfilms, cassettes and other material in printed or visual form to support classroom instruction, independent study, personal interests and leisure reading.

All resources are readily accessible through an open stack shelving arrangement, enabling users to browse. Resources are also made available through the *card catalogue*.

HOURS

Library hours, which are not necessarily the same at every library, are posted on every library door and publicized through the College's media of information. Hours can also change during a semester, depending on the needs of the users.

SERVICES

Books and audio-visual material must be checked out upon presentation of a Dawson identification card, and returned to the *Circulation Desk*. Material can be returned at any library of the College. Material from the other campuses can be requested from your campus' Circulation Desk. The loan period for books is two weeks. Because of the book theft detection system, all purses and briefcases will be searched as the student leaves the library.

Back issues of periodicals may be borrowed from the *Periodicals Desk*. The most recent issues of these periodicals and newspapers are available for reading in the Periodical Room.

Assistance in loaning information and/or material and help in the use of the library is available at the *Reference Desk*.

Textbooks and course required readings are kept in the Reserve Collection, where they may be borrowed on restricted loan periods from the *Reserve Desk*.

The ordering, cataloguing and processing of all library material are carried out by the *Technical Services Department*.

Photocopying facilities exist in all libraries.

All members of Dawson College enjoy borrowing privileges at Westmount Public Library. A list of the hours, fees and conditions of membership of other Montreal libraries is available at the Reference Desk.

MEDIA RESOURCES CENTRE

The Media Resources Centre supplies equipment and facilities primarily for teaching departments. For audio-visual type projects authorized by an instructor, 35 mm. cameras, 8 mm. movie cameras and accessories, and cassette recorders are available. Other equipment may be available through the local campus Audio-visual Classroom Equipment Centres, as well as editing facilities, work areas, and expert assistance. Graphics, photography, recording and television facilities (including Porta-Paks) exist at the Media Resources Production Centre at the Selby Campus, and assistance may be obtained with more complex projects through one of the animators of the Media Resources Centre. The production facilities are not otherwise open to the public. For further information, telephone 931-8731, local 268.

BOOKSTORES

The College bookstores provide students, faculty and administration with required books and supplies at the lowest possible cost. They are, in fact, nonprofit operations.

Services such as special book orders, special sale books and periodic publishers' displays are available. Popular paperback titles for supplementary and pleasure reading are carried as well as an assortment of calculators.

The stores are open Monday to Friday from 9.00 a.m. to 5.00 p.m. except specified evenings for evening students and the evenings of the first two weeks of each term.

FACULTY DEVELOPMENT AND RESOURCE CENTRE

The Faculty Development and Resource Centre serves at Dawson to meet teachers' needs in four main ways.

GATHERING AND DISSEMINATING INFORMATION

The Centre has over three hundred books, thirty journals and numerous files on various aspects of education including such things as classroom methods, educational administration, evaluation procedures, strategies for change, human relations, etc.. These materials are available to all teachers at Dawson and to students doing work for courses. As well, articles, announcements of conferences and other pertinent materials are frequently sent both to faculty who have requested information, and to others who might be interested in the available documents.

SEMINARS, WORKSHOPS AND PERFORMA

Under the auspices of the Centre, seminars and workshops are held for faculty on a variety of topics dealing with the education process and Dawson in particular. Each campus has a Faculty Development Committee and Co-ordinator to organize seminars and activities relevant to the faculty on that campus. Such topics as "Who is the Dawson Student?", "The Implications for Instruction", "A Look at Continuing Education and Dawson Daytime — How do They Interface?", "What Are We Educating For?" are some of the things most recently addressed.

As part of a programme initiated by the University of Sherbrooke, PERFORMA courses are now available at Dawson. These courses are in pedagogical subjects related to CEGEP teaching (i.e., "Use of Computer in Class", "How to Generate Student Participation", etc.). Courses are offered based on the interests of our faculty, and classes will be held at Dawson.

TEACHING IMPROVEMENT PROCESS

The Teaching Improvement Process developed at the University of Massachusetts is available to teachers at Dawson who want to help in evaluating their effectiveness in their classes. Teachers who volunteer to go through this confidential process work with a teaching improvement counsellor who videotapes the class, administers special student questionnaires and works closely with the teacher to analyze and develop strategies for improving the course. This evaluation procedure is aimed entirely at helping instructors to develop the kinds of courses and classroom interaction they want. It has no relationship to the re-engagement process.

COURSE AND PROGRAMME DEVELOPMENT

Individual teachers or departments may request assistance in evaluation or altering of existing courses or programmes. The counsellors and resources in the Centre are available to give any assistance possible.

The Faculty Development and Resource Centre is located at Selby in room 2090 and is generally open from 9:00 — 5:00 Monday to Friday. The phone locals are 233 or 204 Selby. As well there are campus co-ordinators on the three major campuses.

ADULT EDUCATION

Many people think that the College is only for those young people who have just graduated from high school — Nothing could be further from the truth. The College is committed to a philosophy that learning never ends. The CENTRE FOR CONTINUING EDUCATION exists to provide educational services to adults in our Montreal community. We do this in a wide variety of ways.

COLLEGE CREDIT COURSES are offered in the evenings and on weekends for working adults who cannot attend Dawson during the week days.

An exciting NON-CREDIT CURRICULUM exists.

Special courses and programs are tailor made for SPECIAL INTEREST GROUPS.

STAFF DEVELOPMENT workshops are organized with BUSINESS AND INDUSTRY to assist in company based development programs.

VOCATIONAL COUNSELLING, to help Montreal adults make decisions concerning their work and the future, is available at the Vocational Planning Center.

FRENCH IMMERSION CLASSES are organized for companies and special community groups.

WOMEN who are interested in returning to school or work are assisted via a number of Women's programs.

A number of educational experiences both credit and non-credit exist for SENIOR CITIZENS.

Various POST-GRADUATE TECHNOLOGY COURSES exist to keep graduates abreast of new developments in their field.

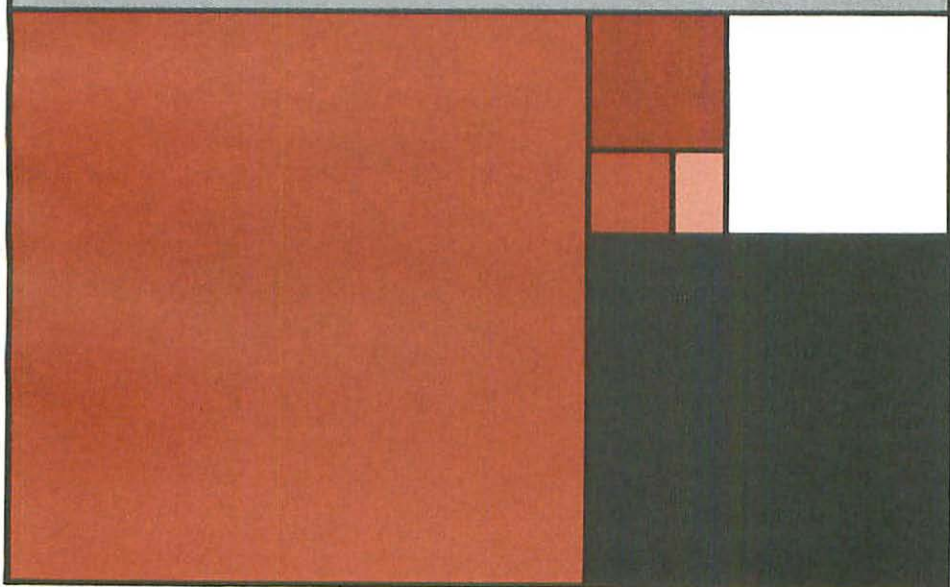
Exciting opportunities to STUDY IN OTHER COUNTRIES exist.

SPECIAL SEMINARS AND CONFERENCES are occasionally planned for interested Montreal citizens.

In general the Centre for Continuing Education exists to make all the resources of Dawson College, human and physical, available to the greater adult community. Please call us or drop in for more information.

The Centre For Continuing Education
9th Floor Victoria Campus
485 McGill Street
Montreal H2Y 2H4
866-7951

academic information



ADMISSIONS

PROGRAMMES OFFERED BY THE COLLEGE

All programmes listed below are offered on a full-time day basis. Those students interested in evening studies should contact the Dawson College Centre for Continuing Education.

PRE-UNIVERSITY (Two years)

		CAMPUS			CAMPUS
Health Sciences	010.00	S/L	Commerce	040.00	V
Pure and Applied Sciences	020.00	S/L	Creative Arts	050.00	S/V
*Preparatory Science	025.00	S	Arts Plastiques (Fine Arts)	051.00	D
*Preparatory Arts	036.00	S/V	Languages and Literature	060.00	S/V/L
Social Sciences	030.00	S/V/L			

CAREER PROGRAMMES (Three years)

Medical Laboratory Technology	140.01	S	Electrotechnology	243.03	S
			Social Service	388.00	V
			Community Recreational Leadership Training	391.00	V
Radiography	142.01	S	Business Administration (Marketing)	410.01	V
Radiotherapy	142.03	S	Business Administration (Finance)	410.03	L
Nursing	180.00	S/L	**Secretarial Science	412.00	L
Chemical Technology	210.01	S	***Retailing	410.41	L
Civil Engineering Technology	221.02	S	Data Processing Professional	420.00	VIC
Mechanical Engineering Technology (Manufacturing)	241.01	S	Theatre	561.01	S
Mechanical Engineering Technology (Design)	241.03	S	Commercial Art	570.02	D
			Interior Design	570.03	D
			Graphics	570.06	D

Campus: S—Selby

V—Viger

L—LaFontaine

S/V—Courses can be selected from both Selby and Viger campuses

D—DeLorimier

VIC—Victoria

* One year

** Five semesters

*** Two years

APPLICATION PROCEDURES

Application forms are available from the Registrar's Office or from the offices of high school guidance departments.

The application deadlines for full-time day studies are as follows:

March 1, 1978 for September 1978

November 1, 1978 for January 1979

Any Dawson student who does not register for a semester must re-apply for admission by the same deadline as new applicants if he wishes to continue his studies.

An applicant who is accepted for a semester and does not register for that semester, must re-apply if he wishes to begin his studies the following semester. Acceptance for one semester does not guarantee acceptance for a subsequent semester if the applicant does not register.

Late applications will be considered only if space is available after decisions have been made on all applications received before the deadline.

The following documents must be submitted by *all* applicants:

1. the application form
2. a photocopy of birth certificate
3. the \$10 application fee (\$15 for foreign applicants).

In addition, the following are also required from:

HIGH SCHOOL STUDENTS IN QUEBEC

1. a photocopy of Secondary IV (Grade 10) provincial results
2. a photocopy of Secondary V (Grade 11) mid-term results.

ADVANCED STANDING STUDENTS

1. a photocopy of Secondary V Certificate, or equivalent
2. a transcript from previous colleges or universities attended. These students must also request an official transcript of marks, including courses in progress, to be sent directly to Dawson College.

MATURE STUDENTS

1. a photocopy of relevant academic documents if applying for a programme with specific prerequisites
2. proof of landed immigrant status, if applicable.

OUT-OF-PROVINCE STUDENTS currently in high school

1. a photocopy of final examination results from the previous year
2. a photocopy of courses in progress or mid-year results of current year.

FOREIGN STUDENTS

1. original academic documents
2. results of "Test of English as a Foreign Language" (T.O.E.F.L.) from applicants whose mother tongue or language of instruction is not English.

GENERAL ADMISSION REQUIREMENTS

It is the policy of Dawson College to offer admission to anyone who may be able to benefit from the educational environment offered by the College.

Students admitted to the College are admitted to a specific programme. Certain programmes require prerequisite courses at the secondary level; others may recommend a minimum academic standard for admission. (For further information on programme requirements, please see section entitled "Specific Admission Requirements.") Where the number of applicants exceeds the number of places, a selection between applicants will be made. A qualified student who cannot be accommodated in the programme of first choice may be offered admission to the most suitable alternative programme which has space available.

Subject to the above, a letter of admission will be sent to every applicant who satisfies one of the following criteria:

1. has completed the requirements for a Secondary V Certificate from the Province of Quebec.
2. is a mature student i.e. twenty years of age.
3. has completed secondary school studies outside the Province of Quebec.

In exceptional circumstances, an offer of admission may be made to a student who has completed the studies leading to the Quebec Secondary V Certificate, but has failed one or two courses in the final provincial examinations. In this case, the student must complete the Secondary V Certificate within one year of admission. However, only a very limited number of students can be admitted on this basis to certain programmes.

SPECIFIC ADMISSION REQUIREMENTS

For students educated in the Province of Quebec, the minimum entrance requirement for full-time day studies at CEGEP is a Secondary V Certificate, including specific prerequisite courses for certain programmes.

Students may also be admitted on other bases:

OUT-OF-PROVINCE

The entrance requirements for students who have a Canadian Certificate other than a Secondary V Certificate are as follows:

British Columbia	Grade XII Certificate
Alberta	Grade XI Diploma
Saskatchewan	Junior Matriculation Certificate (Grade XI)
Manitoba	Grade XI Certificate
Ontario	Secondary School Graduation Diploma (Grade XII)
New Brunswick	Grade XII Certificate
Nova Scotia	Grade XI Certificate
Prince Edward Island	Grade XII Certificate
Newfoundland	Grade XI Certificate

MATURE STUDENTS

A Canadian citizen or a landed immigrant, who is at least twenty years of age, and who does not meet the minimum entrance requirements, may be considered for admission as a mature student. Such applicants must submit proof of age, and relevant academic documents if applying for a programme requiring specific prerequisite courses.

ADVANCED STANDING

An applicant who has attended a post-secondary institution, such as a college or university, will be considered for admission with advanced standing. Before any equivalences are granted, Dawson College must receive an official transcript sent directly from the post-secondary institution. Course descriptions may also be required.

Students holding the following secondary school certificates from within Canada may be considered for admission with advanced standing:

Quebec Senior High School Leaving Certificate — prior to 1972

Grade XII Certificate from Alberta, Manitoba, Nova Scotia, and Saskatchewan

Grade XIII Certificate from British Columbia

Secondary School Honor Graduation Diploma (Grade XIII) from Ontario.

Regardless of the number of equivalences granted, a minimum of six courses must be taken in the CEGEP system before a Diplôme d'Études Collégiales (Diploma of Collegial Studies) can be granted.

FOREIGN STUDENTS

A foreign student is one who does not have Canadian citizenship or landed immigrant status.

A foreign applicant must have completed a secondary school education equivalent to the Secondary V Certificate. Applicants should request from the Foreign Student Adviser of the Admissions Office an evaluation of their educational background at the time of requesting an application form. A statement regarding eligibility will be sent to everyone who requests one.

T.O.E.F.L.

An applicant whose mother tongue is not English or whose language of instruction was not English must submit the results of the "Test of English as a Foreign Language" (T.O.E.F.L.) Information concerning this test can be obtained at U.S. consulates, or by writing to:

T.O.E.F.L.

Box 899

Princeton, New Jersey

U.S.A. 08540

Medical Insurance

Since foreign students are not covered under Quebec's Medicare plan, they must carry medical and hospital insurance. This is available through the college for students who are officially admitted to a full-time day programme. All students must be insured from the time they arrive in the country.

PRE-UNIVERSITY PROGRAMMES

The minimum entrance requirement to the following programmes is a Quebec Secondary V Certificate, or equivalent.

ARTS

Social Sciences 030.00

Creative Arts 050.00

Languages and Literature 060.00

In addition, some programmes have the prerequisite courses indicated below:

SCIENCES

Health Sciences 010.00

Pure and Applied Sciences 020.00

Chemistry 442, 452, 462, or 512

Mathematics 522 or 532

Physics 432, 452, or 512

COMMERCE 040.00

ARTS PLASTIQUES 051.00 (Fine Arts)

Mathematics 522 or 532

An interview is required at which time a portfolio or any other relevant material must be presented for assessment.

CAREER PROGRAMMES

The minimum entrance requirement to the following programmes is a Quebec Secondary V Certificate, or equivalent.

In addition, some programmes have the prerequisite courses indicated below:

	Mathematics*	Chemistry*	Physics*
PARAMEDICAL PROGRAMMES			
Medical Laboratory Technology 140.01	522	522	512
	If Chemistry 512 is taken, Chemistry III will have to be taken during the summer prior to admission. An interview and health certificate are also required.		
Radiological Technologies			
— Radiography 142.01	522	512	512
— Radiotherapy 142.03	522	512	512
	Interviews and acceptance at an affiliated hospital are required for both Radiological Technologies. A health certificate is also required.		
Nursing 180.00	—	512	512
	Birth and health certificates are also required.		
ENGINEERING TECHNOLOGIES			
Chemical Technology 210.01	522	512	512
Civil Engineering Technology 221.02	522	—	512
Mechanical Engineering Technology			
— Manufacturing Option 241.01	522	512	512
— Design Option 241.03	522	512	512
Electrotechnology 243.03	522	—	512
BUSINESS PROGRAMMES			
Business Administration			
— Marketing Option 410.01	522	—	—
— Finance Option 410.03	522	—	—
Secretarial Science 412.00	—	—	—
Retail Management 410.41	—	—	—
Data Processing 420.00	522	—	—
SOCIAL PROGRAMMES			
Social Service 388.00	A working knowledge of French and an interview are required. Applicants must be at least 17 years of age as of December of the first term.		
Community Recreational Leadership Training 391.00	An interview is required.		
APPLIED ART TECHNOLOGIES			
Professional Theatre 561.01	An audition and a medical certificate are required.		
Commercial Art 570.02	An interview is required at which time a portfolio or any other relevant material must be presented for assessment. Art 512 is recommended for the three programmes, as well as Technical Drawing for Interior Design.		
Interior Design 570.03			
Graphics 570.06			

- * Mathematics 522 or 532
Chemistry 442, 452, 462 or 512
Chemistry Study 522, 552 or 562
Physics 432, 452 or 512

***FEES**

FULL-TIME DAY STUDENTS

CANADIAN CITIZENS AND LANDED IMMIGRANTS

Application fee — \$10

Tuition fee — none

Student Activity fee — \$27 per year

FOREIGN

Application fee — \$15

Tuition fee — \$800 per year (\$400 per semester)

Medical insurance — \$77 per year

Student activity fee — \$27 per year

FULL-TIME EVENING STUDENTS

(i.e. 180 hours of course work per semester)

CANADIAN CITIZENS AND LANDED IMMIGRANTS

Tuition fee — none

Registration fee — \$10 per semester

FOREIGN

Tuition fee — \$400 per semester

Registration fee — \$10 per semester

PART-TIME EVENING STUDIES

(for Canadian Citizens, landed immigrants and foreign students.)

Registration fee — \$10 per semester

Tuition fee — per course, as follows:

45 hour course (e.g. English) \$56

60 hour course (e.g. Mathematics) \$84

75 hour course (e.g. Chemistry) \$93

LABORATORY FEES

Day students must buy a \$5 breakage card for chemistry courses.

Evening students must pay a \$10 Laboratory Fee for Chemistry courses.

Also mandatory for Chemistry courses are safety glasses, which are available at the bookstore.

OTHER EXPENSES

The cost of books and supplies varies according to the courses taken, but usually is between \$100 and \$200 per academic year.

* All fees are subject to change without notice.

REGISTRATION

The school year is divided into three sessions or semesters. The fall session and the winter session are considered to be regular semesters whereas the summer semester is set up to permit the student to make up courses that were failed during the regular school year, to allow the student to take prerequisites, etc.

Registration is held at the beginning of every semester and a student must register with the College before attending classes in any session.

Details regarding registration are mailed to all new and returning students a few weeks before the start of a semester.

Every full-time student must meet his registration appointment. Failure to do so will result in having to late register, when course choices are not so plentiful. Students who register during this period must pay a \$15.00 fee and have no guarantee of entry to courses.

At Registration, students are responsible for the following:

- a) Receiving counselling regarding concentration pattern;

- b) Receiving approval for entry to specific courses;
- c) Attending to any fees outstanding (student fees, foreign student fees, etc.), I.D. Cards
- d) Receiving an official copy of enrollment certificate (contract). Any students who leave the registration area without a complete copy of their contract are not officially registered.

In order to help students complete their registration process, the following materials will be available:

- a) Timetable
- b) Timetable worksheets
- c) Pre-university course pattern sheet
- d) Course approval sheet
- e) Cumulative records for returning students

PROXY REGISTRATION

There is not a formal proxy registration system. All requests should be directed to the Registrar's Office.

ACADEMIC ADVISING (A.P.I.)* SERVICE

The Registrar's Office offers a comprehensive Academic Advising Service. Students are encouraged to contact the Advisers for academic assistance in the following areas:

Admissions

The API is responsible for admitting new students to the College following the guidelines set down by the Department of Education, the College and the specific Sector to which the student is applying. The API will answer questions pertaining to Admissions policies and procedures.

Programme Transfers

The API is responsible for explaining and implementing the guidelines for Programme Transfers from one sector to another. In many cases, there are important implications for students who wish to transfer programmes; credits are not always transferrable from one programme to another.

Orientation

The API, in co-operation with Student Services and the Academic Sectors, participates in the orientation of new students. The API is concerned with preparing new students for the registration process by explaining such things as course content and the specific programme requirements for graduation.

Registration

The API participates in Registration and Course Change. Rather than being totally responsible for these functions, the API serves as a reference point for students with problems.

Graduation Requirements

The API is responsible for informing all Arts, Commerce and Science students of the requirements for graduation from their programme. All graduating students must make an appointment with the appropriate API to review these requirements. The API is available to all students for consultation during the school year.

University Entrance Requirements and Liaison

The API is also responsible for advising students of the entrance requirements to the university programme of their choice. Contacts have been established with professors and admissions and liaison officers at many universities; the API is pleased to refer interested students to any of these people.

* The letters stand for "Aide Pédagogique Individuelle", describing a service adopted from the Francophone system to aid students in making their way through the massive quantity of academic information in the College.

Academic Standing and Warning

The API is responsible for making students aware of the "Academic Standing and Warning" regulations of the College and the specific Sector to which the student belongs. To this end, the API works closely with the "Committees on Standing and Re-Admission" that operate in every sector.

Records Problems

Students who believe there is an error in their Report of Standing should complete a record audit form which is available at the Records Office or the API office on campus.

In summary, by making academic information readily available, the API service is intended to eliminate much of the confusion that students experience.

The names and locations of the Academic Advisers are listed below.

Arts:

Lafontaine

Mary Malone
Room 225, loc. 261

Selby

Beverley Swift
Room 1125B, loc. 406

Viger

Elaine Roy-Milton
Room M-1200, loc. 211

Commerce:

Viger

Elaine Roy-Milton
Room M-1200, loc. 211

Science:

Lafontaine

Doug Wilson
Room 610, loc. 216

Selby

Ellen Aylen
Room 1125A, loc. 405

Students in the Career Programmes should note that there are no API's in the Career Sector, and that all questions relating to their programme should be directed to the Registrar's Office or the Department Chairman.

CEGEP DIPLOMA REQUIREMENTS

PRE-UNIVERSITY PROGRAMMES

All pre-university programmes are a minimum of two years in length. Most of them require successful completion of twenty-four credits in order to obtain the Diploma of Collegial studies (D.C.S.).

The Pre-University Arts Plastiques (Fine Arts) programme is an exception to the 24 credit norm. Due to the intense specialization involved, thirty credits must be successfully completed.

Professional Programmes

Most Career programmes require a minimum of three years to complete. The number of credits required depends on the particular programme, and may vary from twenty-four to forty.

General

The Diploma of Collegial Studies is a prerequisite for entrance into any university in Quebec.

The requirements for the Diploma of Collegial Studies do not necessarily match those for admission to the various programmes of study at university. It is important that students plan their programmes to meet the requirements of both graduation and university entrance.

In summary, students' choice of courses may be limited by any of three factors:

- 1) the requirements set down by the Department of Education for the Diploma of Collegial Studies;
- 2) particular requirements for a pre-university or career programme;
- 3) university entrance requirements.

PATTERN OF STUDIES FOR PRE-UNIVERSITY PROGRAMMES

There are seven pre-university programmes. These programmes are:

- 010 Health Sciences
- 020 Pure and Applied Sciences
- 030 Social Sciences
- 040 Commerce
- 050 Creative Arts
- 051 Arts Plastiques (Fine Arts)
- 060 Languages and Literature

Students, in order to receive a diploma, must follow this pattern of study:

- 1) Four compulsory English Courses, called "Core English."
 - 2) Four compulsory Humanities courses, called "Core Humanities."
 - 3) Twelve subjects from the chosen "Field of Concentration."
 - 4) Four courses from outside the Field of Concentration, called "Complementary Courses."*
- *Students in 051.00 Arts Plastiques do not follow the regular concentration and complementary course pattern. For details of the requirements in this programme, please see the section of the Calendar entitled Arts Plastiques (Fine Arts).

PATTERN OF STUDIES FOR CAREER PROGRAMMES

There is a rigid pattern of studies for students in any of the career programmes. Please consult the appropriate area of the calendar for details concerning individual programmes.

Apart from the specific programme requirements most career students must take four Core English courses and four Core Humanities courses.

CORE COURSES FOR PRE-UNIVERSITY AND CAREER STUDENTS

One Core English course and one Core Humanities course are normally taken every semester.

English

English courses are identified by the code number 603. The individual courses are divided into two main categories.

A STUDENT MUST NEVER TAKE TWO ENGLISH COURSES BEARING THE SAME NUMBER, EVEN THOUGH THE COURSE CONTENT IS DIFFERENT.

GROUP A — CORE COURSES ONLY

National Literature

- 603-101-75
- 603-201-75
- 603-301-75
- 603-401-75

Historical Period/Survey of Literature

- 603-102-75
- 603-202-75
- 603-302-75
- 603-402-75

Thematic Courses

- 603-103-75
- 603-203-75
- 603-303-75
- 603-403-75

Linguistics and Literature

- 603-104-75
- 603-204-75
- 603-304-75
- 603-404-75

GROUP B — CORE COURSES ONLY

- | | |
|------------|-----------------|
| 603-110-75 | Poetry |
| 603-120-75 | The Short Story |
| 603-130-75 | The Essay |
| 603-140-75 | The Novel |
| 603-150-75 | Drama |

- | | |
|------------|----------------------------|
| 603-160-75 | Great Works |
| 603-170-75 | Specific Author |
| 603-180-75 | Literature and Other Media |
| 603-190-75 | Effective Writing |

THREE IMPORTANT RULES TO FOLLOW:

1. The student must successfully complete four core English courses.
2. Any combination from group A and/or B can be used.
3. The only restriction, and it is an important one, is that the student must never take two English courses that bear the same number, even if the course content is different.

N.B. ENGLISH COURSES IN THE 603-900 SERIES ARE OPTION COURSES. THESE COURSES MAY ONLY BE USED IN THE FIELD OF CONCENTRATION OR AS COMPLEMENTARY. UNDER NO CIRCUMSTANCES MAY THESE BE USED AS CORE COURSES.

Humanities

Humanities courses are identified by the code number 345. There are four groups of Humanities courses, and these groups are identified by the numbers 101, 201, 301, and 401. Thus, the four Humanities course numbers that the student must be aware of are:

- 345-101 Man and His World Views
- 345-201 Man, His Knowledge and Its Application
- 345-301 Man's Creative Expression
- 345-401 Man and Focal Issues

Within each of these groups there are many different courses. For a detailed explanation of the groups and the courses that fall within each of them, please see the section of this calendar dealing with Humanities.

THREE IMPORTANT RULES TO FOLLOW:

- 1) the student must take only one course from each major group. That is, each student must take a 101, 201, 301, and a 401;
- 2) the student **MUST NOT** take two courses from the same group;
- 3) the student **MUST NOT** take more than four Humanities courses as part of the Diploma requirements.

Field of Concentration

Three major groups of Disciplines are listed on the accompanying chart. Group 1 is comprised of Science. Group 2 of Social Science and Commerce, and Group 3 of Literature and Languages and Creative Arts.

A *discipline* may be one single subject such as Religion or Psychology.

A *discipline* could also be a combination of two similar subjects, such as Anthropology/Sociology.

In one instance, a discipline can be a group of several similar subjects such as all the Modern Languages in Group 2 of the accompanying chart. Please note, however, that in Group 3, each Modern Language is considered to be a *separate* discipline.

The student chooses a minimum of three and a maximum of four disciplines from one of these groups. These disciplines comprise the *Field of Concentration*.

The student must choose twelve different courses from within these three or four disciplines. Normally, the student will follow three courses from the Field of Concentration each semester, for four semesters.

A MINIMUM OF ONE OR A MAXIMUM OF SIX COURSES CAN BE TAKEN IN ANY ONE DISCIPLINE.

See departmental listings for courses offered.

COMPLEMENTARY COURSES

The student must also select four courses from *outside* the field of concentration.

It should be noted that a number of science courses are designed specifically as complementary courses for Arts students.

Pre-university students may also select their complementary courses from the career programme offerings, but only at the discretion of the department concerned.

A word of caution should be given to Arts students (including Social Science, Commerce, Creative Arts or Literature and Languages) concerning the use of certain disciplines as complementary courses. A close look at the accompanying chart will show that Data Processing, Mathematics, Philosophy, Religion and Modern Languages are common to both Group 2 (Social Science and Commerce) and Group 3 (Creative Arts and Literature and

Languages). This means that these subjects may be used either as disciplines in the field of concentration OR as complementary courses, but not as both. Example: If a Social Science student uses French as a discipline in his field of concentration, he may not then use another French course as a complementary course. He may take up to six French courses, but all six would have to be assigned to the field of concentration. That student, however, may take another Modern Language, e.g., German, as a complementary course.

Questions on this or any other problem concerning graduation requirements should be directed to an Academic Adviser.

One final note: any course number that does not appear beside a discipline in the accompanying chart can *only* be used as a complementary course. For instance, there are some Communications courses that carry the code number 589. Since the number 589 does not appear beside any discipline in the accompanying chart, that particular course can only be used as a complementary course.

Physical Education

CEGEP diploma requirements also include four credits in Physical Education in all pre-university and career programmes. Limited facilities at Dawson make it impossible to honour this requirement. Therefore, every student receives physical education exemptions upon graduation. However, Dawson provides an extensive Physical Education and Recreation programme. Physical Education courses numbered 391 can be used as complementary credits.

STUDENTS SHOULD CAREFULLY EXAMINE THEIR PATTERN OF COURSES AT REGISTRATION TO ENSURE THAT THEY WILL HAVE SATISFIED THE REQUIREMENTS FOR THE FIELD OF CONCENTRATION BY THEIR FINAL SEMESTER. ANY STUDENTS IN DOUBT AS TO THEIR PATTERN OF COURSES ARE ENCOURAGED TO CONTACT AN ACADEMIC ADVISER.

PRE-UNIVERSITY GRADUATION SHEET

8 CORE COURSES

4 English	4 Humanities * *101, 201, 301, 401
-----------	---------------------------------------

and 12 FIELD OF CONCENTRATION

(12 COURSES IN 3 OR 4 DISCIPLINES)

Maximum of 6 Courses per Discipline

Minimum of 1 Course per Discipline

1 Science

Computer Science
Mathematics
Philosophy
Religion

Biology
Chemistry
Physics / Geology

2 Social Sciences

Computer Science
Mathematics
Philosophy
Religion

Administration
Anthropology / Sociology
Economics / Political Science
Geography
History / Classics
Psychology
Modern Languages *
Chinese
English Literature
French Lang. and Lit.
German
Hebrew
Italian
Russian
Spanish

3 Literature and Creative Arts

Computer Science
Mathematics
Philosophy
Religion

Communications / Cinema **
Drama
Fine Arts
Music
Chinese
English Literature
French Language and Literature
German
Hebrew
Italian
Russian
Spanish

*In Group 2, Modern Languages are grouped together in ONE discipline;
In Group 3, Modern Languages are considered as SEPARATE disciplines.

**In Group 3, Cinema courses carrying a (530) number are used as a discipline.
Photography (570) and Communications (589) MUST BE USED AS COMPLEMENTARY COURSES

and 4 COMPLEMENTARY COURSES

FOUR COURSES CHOSEN FROM OUTSIDE YOUR FIELD OF CONCENTRATION AND YOUR GROUP (i.e. 1, 2 or 3). TECHNOLOGY COURSES AND CREDIT ATHLETIC COURSES (391) MAY BE USED.

CEGEP COURSES REQUIRED FOR UNIVERSITY ENTRANCE

In addition to the pattern of study that must be followed in order to obtain a Cegep diploma, there are often certain courses that must be included in that pattern of study if entrance requirements to specific programmes at university are to be met.

The universities and Cegeps of the Province of Quebec have collaborated on an agreement that allows Cegep students to choose their courses knowing that the Quebec universities will accept these courses as legal prerequisites for university entrance. No similar agreement exists between the Cegeps and universities outside Quebec. Therefore, for students planning to continue their studies outside Quebec, it is more difficult to determine precise entrance requirements.

ACADEMIC REGULATIONS

ACADEMIC YEAR

Dawson College operates on the semester system with a Fall session beginning in September and a Winter session beginning in January. Dates marking the opening and closing of these sessions are found in the Academic Calendar. It should be noted that the dates shown in the Academic Calendar are subject to change due to unavoidable problems with the availability of certain facilities. Important dates should be verified with the campus Information Offices or with the Registrar's Office.

The College also operates a Summer session of eight weeks duration. Full-time students who were registered in the preceding Winter semester and students who have both been admitted and confirmed their admission for the following Fall semester, may register without having to pay tuition. All others must pay tuition. All registrants for the Summer session must pay a \$10.00 registration fee.

ACADEMIC STATUS

A regular full-time student is defined as one who is registered in a semester for four or more courses (or a minimum of 180 hours of study per semester).

Some students at Dawson College are Continuing Education students, with no affiliation with a Cegep programme.

Continuing Education students, should they wish to become regular full-time students, must apply through the admissions office on or before the application deadlines.

TRANSFER BETWEEN PROGRAMMES

A student who wishes to transfer from one programme within the College (such as Pre-University Arts) to a different programme (such as Radiography) or from one campus to another shall complete an application for transfer and submit that application, with supporting documentation, to the Admissions Office. To ensure full consideration the application must be submitted before March 1st for the Fall Term and before November 1st for the Winter Term. Late applications will be considered only as space allows.

Criteria for transfer into a programme will be similar to those used for new admissions. In general, students who are not in good standing in their original programme will be expected to provide evidence of competence to succeed in the requested programme. Students who have been refused transfer may re-apply for a later semester. Transfer request forms are available at the campus Academic Adviser's offices.

A student may not register in another programme without having his transfer request approved. This official approval must be presented at the time of registration.

COURSE LOAD

The normal course load for pre-university programmes is four to six courses per semester.

The course load for career programmes varies according to curriculum requirements, as specified in the section on career programmes.

Students registered for less than four courses (or 180 hours) in a semester are liable for tuition.

In order to complete diploma requirements, a student may register during the day for less than 180 hours without paying tuition. He must consult an A.P.I. Students wishing to take more than the maximum number of courses permitted them—that is, an extra course, must obtain the

written permission of their respective academic advisor, chief or academic standing committee. This permission is generally obtained at the time of registration or course change.

ACADEMIC STANDING

Students are considered in GOOD STANDING and have the right to re-register for the following semester provided that they pass at least two-thirds of their courses each semester or otherwise satisfy the specific standing requirements of their programme. Pre-university students should verify the specific standing requirements with an academic adviser and career students with their respective department chairman.

If students pass only 50% of their courses, they are considered to be on first warning for the following semester. If this is their first warning, they may re-register for the following semester.

Students who pass fewer than half of their courses, and/or have incurred a second consecutive warning, are considered to be withdrawn from the programme. These students may request a hearing with the Re-admission Committee established by their programme. That committee may re-admit with warning and full load, or re-admit with warning and reduced load (a reduced load is defined as not fewer than four courses) or not re-admit. Students who have not been re-admitted may return to College as Continuing Education students.

Courses passed as a Continuing Education student can generally be applied to the student's programme if later re-admitted.

REGISTRATION

Registration, or the selection of courses which the student will follow during a semester, takes place at the beginning of each semester.

The times, dates, places and procedures for registration are mailed to all students continuing their studies from the previous semester and all students admitted to the College for the new semester. Such information is also publicized on campus.

Students should ensure that they have completed and handed in all necessary documentation before leaving the registration area. If necessary documentation has not been completed, the student will not have been officially registered in the College.

Students must register for the programme and course load to which they have been admitted.

Students wishing to take courses on a different campus than that to which they have been admitted may do so during the course change process with the permission of their programme adviser. NOTE: Selby/Viger is considered one campus.

LATE REGISTRATION

Students who do not register during the regular registration period may do so at a later date, to be specified by the Registrar's Office, and not exceeding two weeks after the end of the regular registration period. There is a penalty fee of \$15.00 for late registration.

COURSE CHANGE

The changing of courses originally selected during registration is allowed on specified days during the first two weeks of each semester. All changes must be finalized by Records Office personnel either at the Records Office or at designated places on campus.

Students must note that by merely attending a class they have not officially registered for a course. The onus is on the students to ensure that they are registered for the courses which they are taking. Failure to do so will result in credit not being granted for a course followed.

COURSE WITHDRAWAL

Between the third and eighth week of every semester (and between the third and fourth week of the Summer Session), a student may officially withdraw from a course, and have a result of 'AB' recorded by the Records Office. The 'AB' will be recorded on all internal records, and on all transcripts going outside the College. As with course changes, the onus is on the students to ensure that they officially withdraw from a course.

WITHDRAWAL FROM COLLEGE

If students wish to withdraw from the College during a semester, they must do so officially by completing the necessary forms in the Records Office or through designated Counsellors on campus. Failure to follow this procedure will result in students receiving "EAs" for those courses in which they are registered.

Students who do not register for a particular semester will be considered as withdrawn.

In order to return for any subsequent semester, all students who have withdrawn from the

College must apply and be re-admitted to the College.

If at the time of withdrawal students are *in good standing* (see Academic Standing), they will be accommodated back into the College, into the same programme. If at the time of withdrawal students are not *in good standing* then their re-admission is not automatic and is subject to the approval of the Re-Admissions Committee of their programme choice.

COURS COMMANDITE

A student who is registered full-time in the College (i.e. minimum of four courses or 180 hours) may be allowed to register for one or more courses at any other Cegep on a tuition free basis. The total number of courses in which the student is registered for the semester should not exceed six, unless the programme the student is enrolled in specifically requires more than six. NOTE: The Commandite is subject to the approval of the Cegep for which the student wishes the Commandite. Cours Commandite forms are available at the Records Office.

GRADING SYSTEM

Dawson employs numeric grades to evaluate student progress:

90 — 100	Excellent
80 — 89	Very Good
70 — 79	Good (Average)
60 — 69	Pass
Below 60	Fail
AB	Official withdrawal, without penalty, prior to the mid-point of the semester.
*INC	Incomplete
*EA	Failure due to excessive absence

The terms of reference for assigning an incomplete and an EA have been revised as of the Winter '78 semester.

The following Senate policy has been adopted:

***Incomplete:**

1. The remark "INC" should be assigned only where the circumstances clearly warrant it, and where, in the opinion of the teacher, the work can be completed and the objectives of the course fulfilled.
2. It can only be given with a written agreement between teacher and student, stipulating the work to be completed and the date by which it should be submitted. Copies of the agreement must be submitted to the department chairman and the Records Office.
3. INC should be accompanied by a numeric grade at the time of submission of grades, based on work completed by the student to date.
4. Deadlines for teachers to submit amended grades will be:
Fall semester — March 1
Winter semester — June 20
Summer session — October 2
5. The INC notation will be removed from the student's record after the deadline for altering incomplete grades. The record will then bear the original numeric grade if an amended grade has not been submitted.
6. The numeric (INC) grade will be included in the class average.
7. Extensions may be granted only in extremely unusual circumstances. In such cases, the remark "INC" may be changed after the official deadline if authorized by the Registrar in consultation with one of: the Chef, the D.S.P., or the College Academic Grievance Committee.

EA*:

The notation "EA" means FAILURE due to excessive absence. It cannot be assigned to a student who attends class after the mid-term withdrawal date. Once assigned to the student's record, the term EA cannot be altered.

AUDIT STUDENT

An Audit Student is a student who is attending a course or courses at Dawson College in which he is not registered. A student may be admitted as an auditor at the discretion of the teacher (as space permits). There will be no fees for auditors. No credit will be given for a course that is audited. There will be no formal records kept of auditors.

STUDENT RIGHTS AND ACADEMIC GRIEVANCES

1. A student has the right to know beforehand (at registration) the basic content and general procedures of the course, and to be assured it will not be substantially changed.

Rationale and Clarification: Course titles are often misleading, and sometimes have little relationship to the actual content of the course. It is also felt that major decisions from established classroom practice (lecture, discussion, laboratory, etc.) ought to be indicated when necessary. For example, if a personal growth group experience is the basic classroom procedure, this should be indicated. Any other "unusual" classroom procedures should be indicated beforehand, at the time of course selection.

Accountability: Department Chairperson

2. A student has the right to have explained at the beginning of the course the system of evaluation to be used.

Rationale and Clarification: The student should know how much quizzes, lab reports, papers, classroom participation, classroom attendance, etc. count in the compilation of the final grade.

Accountability: Department Chairperson

3. A student has the right to be given a detailed course outline at the beginning of the course, which includes the basic objectives of the course, an indication of when major assignments are due, the expected penalty for lateness on any major assignment, and what the expected return date is for graded assignments.

Rationale and Clarification: It is felt that much of the frustration of being a student is due to not knowing the requirements of the course and therefore not being able to properly plan one's time. This often leads to teachers being lenient when they need not be, and students being caught in a flurry of ambiguous expectations.

Accountability: Department Chairperson

4. A student has a right to know at the beginning of the course what is expected with regard to class attendance and lateness.

Rationale and Clarification: Since some teachers require attendance, and others do not, it is felt that each student ought to know the teacher's position in this regard, at the beginning of the course. If failure to attend classes regularly will mean a reduction in grades, that should be clearly indicated. If lateness to a class will not be tolerated, that also should be known.

Accountability: Department Chairperson

5. A student has the right to be notified in advance, when possible of class cancellations. When immediate circumstances require class cancellation, the student can expect that the Information Office will have been notified and that proper posting of this fact will be done.

Rationale and Clarification: Especially for morning classes and because of unforeseen illness or weather conditions, a teacher may not be able to meet the class as scheduled. The Information Office can post this information and save the student much waiting which partially eases the frustration. In the case of advanced warning, (several days) it should be expected that the teacher would make every effort to notify students of his/her intended absence.

Accountability: Department Chairperson

6. The student has a right to a classroom environment which is not contaminated with smoke.

Rationale and Clarification: Many students are annoyed by cigarette smoke, and since the classroom is a space that non-smokers must share in order to take the class, it is our feeling that unless unanimous approval is given, there should be no smoking. Should a class run longer than a period, then a negotiated smoke break is suggested. It is also suggested that special provisions in long exams ought to be made for those who need to smoke for anxiety reasons. It is our strong belief that a student should not be required to complain individually since clean air is seen as right.

Accountability: Department Chairperson

7. A student has the right to sufficient time with which to consult teachers about class problems.

Rationale and Clarification: Office hours should be posted and maintained in order to insure that each student has the opportunity to consult the teacher personally about academic problems.

Accountability: Department Chairperson

8. A student has the right to sufficient notice of any rule changes in regard to classroom procedures.

Rationale and Clarification: It is understood that throughout the course of a semester, the teacher may decide to change the basic content and/or procedures within the classroom to respond to immediate circumstances. It is felt however, that the student ought to be given sufficient notice of these changes so that he/she may provide for proper adjustment of them.

Accountability: Department Chairperson

9. A student has the right to expect that classes will start and end on time.

Rationale and Clarification: Many students complain that there is not adequate time between classes for smoking breaks or just to get to the next class, and it is felt that the institution ought to be more careful about these time expectancies.

Accountability: Department Chairperson

10. A student has the right to expect that the evaluation of the learning process be a continual one that occurs throughout the semester, and that upon request, the student will be able to find out his/her academic standard at any time.

Rationale and Clarification: It seems unfair that a student must wait until the end of a semester to find out the index of performance. The theory behind evaluation should be to modify behavior and not just to categorize performance.

Accountability: Department Chairperson

11. The student has the right to participate in department meetings unless the meeting is declared closed for purposes of confidentiality. Should the meeting be closed, the student has the right to know why.

Rationale and Clarification: In line with our philosophy of democratic participation on the part of students, but recognizing that some meetings must be held with only the professional members of our institution, this item is included.

Accountability: Department Chairperson

12. A student has the right to proper academic orientation.

Rationale and Clarification: Many students complain later in their academic career that they never knew certain information regarding program requirements. They have the right to know this information beforehand.

Accountability: API or Department Chairperson

13. A student has the right to view any official record that exists in the student's file (as per standing policy).

Rationale and Clarification: Self-explanatory.

Accountability: Registrar

14. A student has the right to have his grades viewed as confidential. He/she should be assured that grades will not be posted by name, nor be given out over the phone without express permission of the student.

Rationale and Clarification: It is seen as an invasion of privacy for grades to be publicly posted or given indiscriminately over the phone to people requesting this information. If the student wishes to waive the right to this privacy, he/she may do so in writing, following established procedures for the divulging of any confidential information generated by our college.

Accountability: Registrar and Department Chairperson

THE ACADEMIC GRIEVANCE COMMITTEE (as adopted by the Senate, November 6, 1975)

MANDATE AND ROLE

The Academic Grievance Committee (A.G.C.) is a review/appeal mechanism to deal with student complaints against academic or academic service department. The Committee acts with the support of, and on behalf of, the Senate.

The Committee will not initiate or search out cases, but will only deal with a grievance when a signed complaint from a Dawson student has been received, via the D.S.P. (Academic Dean). The Committee will deal with the following sorts of grievances:

1. Any alleged misconduct or breach of college policy involving the academic standing or status of one or more students in a department/grouping/program/course.
2. Any case of alleged cheating on examinations, tests or assignments.
3. Allegations of discrimination against students by any member of the College affecting the students' academic standing in the College.
4. Any other grievance directed at a member or group of members in the College that affects or potentially affects the academic standing of one or more of the students in the College. In cases where there is uncertainty as to jurisdiction (e.g. between the A.G.C. and the Judicial Committee), the Director General will decide which college body has the appropriate mandate.

COMPOSITION

The committee is made up as follows:

The D.S.P. or his/her appointed representative, ex-officio chairperson.

One teacher from within the appropriate sector but outside the complainant's program.

One teacher from outside the complainant's sector.

One student from within the appropriate sector but outside the complainant's program.

One student from outside the complainant's sector.

If it is impossible to meet these requirements, the D.S.P. would select other members from the approved list. There will be no standing committee and members will be selected by the D.S.P. (or representative) from a list of eligible teachers and students which is approved by September 30th of each academic year by the Senate. This list will include at least two teachers and two students from each sector in the college — Arts (Selby/Viger), Arts (Lafontaine), Science (Selby), Science (Lafontaine) and Careers. The members on the list will be nominated by the appropriate sector, councils, subject to Senate approval. In the event of positions unfilled by the sector councils, the D.S.P. (or representative) may select other members for a specific case subject to Senate approval.

PROCEDURES

1. All grievances should be submitted in writing to the D.S.P. Before requesting the A.G.C. to deal with the case, the D.S.P. will ensure that the matter has already been considered at least by an appropriate committee of the academic department(s) involved and/or in some cases, a sector committee. The A.G.C. should not deal with any grievances until the D.S.P. is satisfied that all other avenues have been exhausted.
2. The A.G.C. will consider any issue presented to it in writing 5 working days of the date of the receipt of the issue, and will strive to conclude the issue within 15 days of receipt.
3. The A.G.C. has the power of subpoena for any college employee or student.
4. All business of the committee will be conducted confidentially and in camera.
5. Members of the committee may disqualify themselves from deliberating on an issue for reasons of conflict of interest. Such a member is replaced by another member of the same constituency.
6. The complainant has the right to object to one (only) of the members on the committee without giving any grounds for the objection. The member will then be replaced by an appropriate substitute.
7. The D.S.P. or his/her designate shall have a vote only in the event of a tie vote on a decision.

8. The A.G.C. will observe due process at all times.
- a) It must meet both the complainant and the complainee to establish the basis of the case, after a complaint has been received in writing.
 - b) The A.G.C. may call witness but it is not compiled to hear any or all witnesses suggested by the complainant or complainee.
 - c) The complainant has the right to hear all charges against her.
 - d) The complainant has the right to be present at all times when witnesses or complainees are being received by the A.G.C. At all other times the A.G.C. has the right to exclude all non-members.
 - e) The complainant and A.G.C. have the right to cross-examine witnesses but the chairperson shall be responsible for ensuring that no harassment or abuse of any individual takes place and that testimony is restricted to the specific issue at hand.
 - f) Minutes shall be kept of all meetings and shall be confidential.
 - g) The complainant, complainee and director general receive the decision of the committee in writing. Witnesses are informed that the matter is closed. Decisions of the A.G.C. are final and may not be appealed.

COMMERCE

Viger Campus

Commerce, a two-year pre-university programme, is designed to prepare students for further studies in commerce and administration at university. It is less structured and offers a broader and less intensive course of studies than the three-year career programme in Business Administration.

The Commerce programme follows the pattern common to all pre-university programmes in so far as it is composed of three groups of courses:

Core courses — four English, four Humanities

Concentration courses — twelve courses drawn from three or four different disciplines.

Complementary courses — four courses taken from disciplines not included in the concentration

Commerce students are encouraged to take courses which will provide a sound base for further studies. With this in mind, the following pattern of studies is recommended. Students should be aware that they are free to vary course selection to complement their individual plans and interests.

CORE COURSES — eight courses

English — required courses — four

It is recommended that at least one course be taken in composition and writing.

Humanities — required courses — four

SUGGESTED CONCENTRATION COURSES — twelve courses

Mathematics — four courses (101, 103, 203, 105)

These courses are the only ones essential for entrance to the Quebec universities commerce and administration programmes.

Economics — two courses (920, 921)

It should be noted that students may take Political Science courses as well as Economics courses in this concentration.

Administration — two or three courses in the business field will give students a good introduction to the commerce programme

Psychology or Sociology — one or more courses depending on students' interests.

COMPLEMENTARY COURSES — four courses

One course in Data Processing and one course in French is recommended.

STUDENTS SHOULD REFER TO THE CEGEP DIPLOMA REQUIREMENTS SECTION OF THE CALENDAR FOR MORE DETAILS REGARDING CORE, CONCENTRATION, AND COMPLEMENTARY COURSE REQUIREMENTS.

For further information regarding the Commerce programme, please contact Elaine Roy-Milton, Academic Adviser, Viger — Room M1200.

THE NEW SCHOOL

THE NEW SCHOOL FACULTY: VICTORIA

DAVIES, Simon
Anthropology

PALMER, Susan
Music

FORD-JOHANSEN, Margo
Drama

POWERS, Patrick
French

GAUDET, Alan
Administrative Assistant

ROSEN, Julie
Sociology

HOERNER, Julia
Fine Arts

SALZBERU, Claire
Ceramics

MACFADDEN, Christopher
History

WADSWORTH, Jerry
English

MUCKENFUSS, Susan
Psychology

WOLFE, Jo-Anne
Admissions Officer
Librarian

NEMIROFF, Greta
Director

The New School, located at the Victoria Campus, offers a full time programme with an alternative approach. The curriculum focus is on personal as well as academic growth. There are no pre-established courses, classes or modes of evaluation. Students work in small groups with teachers acting as resources in their fields of expertise. Both students and teachers are responsible together for creating and directing these groups and for evaluating one full term's curriculum. Within this setting students are thus encouraged to explore what they want to learn, why they want to learn, and in what way they can best learn.

As the New School is dedicated to the development of personal growth, students are encouraged to design a programme in which they examine and explore what is most relevant to their own personal growth and development. On-going "self-study" (i.e. on-going self-examination) is regarded as integral to all activities within the School. Generally, however, it is focused upon something called a Band, to which every student must belong.

A Band is a group of approximately 15 students who work closely together with a teacher of their choice. A Band is a place, as is the School, where the individual is important and is listened to. Thus, part of the Band's work involves the process of getting to know and communicate effectively with each other, and the learning of how best to work together. Time is also devoted to the sharing of information pertinent to the School and to the discussion of School issues and governance.

Since the School is based on the belief that a learning programme is most effective when it springs from a genuinely felt need for knowledge or a particular kind of insight, students design their own courses (learning groups) to meet their own personal requirements. These learning groups emerge from students' assessments of their own needs.

In both the Bands and the learning groups, students negotiate with a staff person and each other the work they wish to focus on, the credit weight every individual's input deserves, the objectives of the group and the processes it wishes to undergo in order to achieve its goals. At the New School, the process of acquiring knowledge is considered as important as the knowledge itself. Both students and staff participate in an ongoing evaluation of this process throughout the term.

Students do not work exclusively with one teacher. Rather, it is recommended that they explore the multiple resources in the School, in the College at large and in the external community in order to extend their knowledge. Furthermore, at the beginning of every semester, students negotiate new Bands and learning groups.

The School expects a high level of involvement from all of its members. Its numbers are few — 135 students and a teaching staff of 11. According to its principles of self-governance, students and teachers together take responsibility for making decisions, thus providing an opportunity to learn about the dynamics of community growth, change and stability.

Located on two floors of Dawson's Victoria Campus, the School's facilities include: a theatre, art studio, darkroom, audio-visual department, crafts room, library and music practice rooms.

The New School offers the regular Cegep-level credit load leading toward a D.E.C. (Diplôme d'études collégiales) in Language and Literature, Creative Arts or Social Sciences. Resources cover the areas of: Literature, Language, Music, Fine Arts, Cinema, Photography, Dance, Crafts, Theatre, Sociology, Anthropology, History, Psychology, Political Science, Humanities, Philosophy and Women's Studies.

Entrance requirements include a Secondary V Certificate or equivalent or mature student status (20 years of age or over). All interested students must apply directly to the New School.

For further information contact: Jo-Anne Wolfe, New School Admissions, telephone 931-8731, local 420.

COLLEGE-DESIGNED COMPLEMENTARY COURSES

907-101-75 Learning for Tomorrow
(Registration is limited to those acting as proctors for
P.S.I. courses)

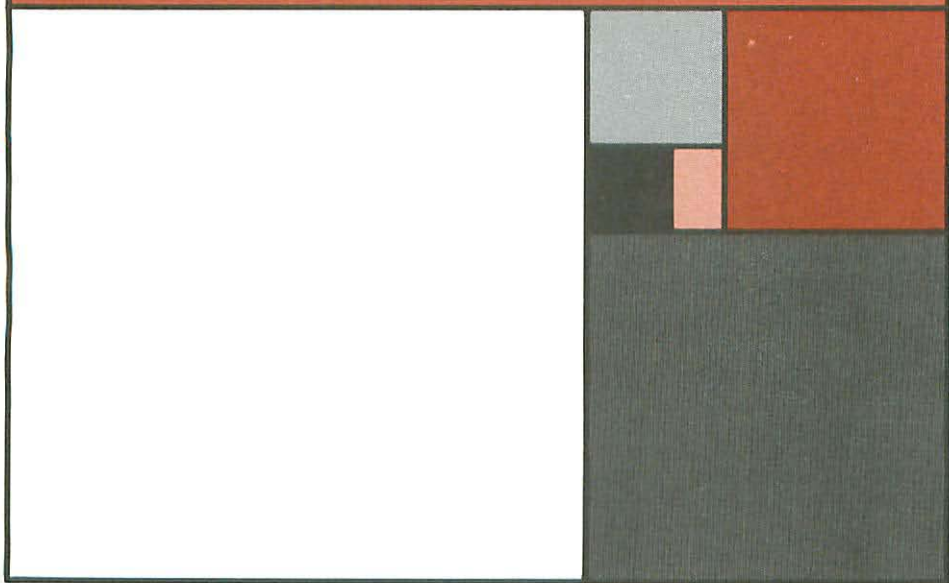
This course consists of three components; two periods weekly of proctorial duty for a course offered in the P.S.I. format; a weekly discussion group; a research paper or essay. The weekly meeting is devoted to learning about proctoring, using a "P.S.I. Guide for Proctors" and to the discussion of themes relevant to education today and in the future, using "Teaching as a Subversive Activity" by Postman and Weingartner.

907-102-76 Future Planning and Career Exploration

This is a complementary credit course available to students in any programme.

In this course students will be provided with an opportunity to look realistically at their future in terms of themselves, their aptitudes, attitudes, abilities, values and aspirations. They will also acquire decision-making skills which should enable them to move as far as possible towards some broad career goals.

physical education



PHYSICAL EDUCATION

The Physical Education and Athletic Department offers a variety of Physical Education courses which may serve as complementary credits. Any further information about courses may be obtained through the Physical Education Department 931-8731 Extension 261.

391-104-71 Fitness

A theoretical and practical approach to physical fitness. Lectures will promote an understanding of physical fitness, nutrition and training methods. Practical sessions will stress evaluation of physical fitness as well as the development of individual fitness programmes.

391-104-71 Weight Training

An opportunity to gain a wide knowledge of the methods, systems and principles of physical development through the application of a system of progressive resistance exercises. The course will include body building, weight lifting, power lifting, conditioning and circuit training.

391-104-71 Body Building

This course is designed for men interested in gaining practical and theoretical knowledge about the sport of body building. The opportunity is provided to practice methods and systems of progressive resistance exercises. The course will deal with the recreational, conditional, corrective, therapeutic and corrective aspects of body building.

391-105-71 Self Defense

This course provides an introduction to the elements of self defense. The course is a balance between theory and actual practical escape and attacking forms.

391-105-71 Judo

This course provides instruction in the elements of Judo at the beginner through advanced level. The practical aspect will deal with the fundamental skills of Judo including throws, falls, etc.

391-105-71 Karate

Instruction at the beginner through advanced level in Shorinjiry-Kenkokan Karate-do. Skills development will include kicking, striking, punching and hitting.

391-105-71 Yoga

The objectives include the development of the total individual — physical, emotional, intellectual and spiritual, through yoga. Classes consist of positions, relaxation, breathing, meditation and discussion of yoga philosophy.

391-205-71 Team Handball

A course designed to introduce the general concepts of team handball at the beginner through intermediate level, with emphasis on skill development and strategy.

391-205-71 Volleyball

This course will include the instruction of individual skills — volley, spike, serve, block as well as team play, strategy.

391-205-71 Soccer

To increase the level of soccer awareness and knowledge through the study of fundamentals, individual and team offensive and defensive skills and strategy and coaching methods.

391-305-71 Individual Sports

This course will serve as an introduction to the rules, strategy and fundamental skills of individual sports such as golf, fencing, archery, badminton.

391-354-71 Outdoor Education

To provide the opportunity for instruction in the basic outdoor skills such as orienteering, hiking, canoeing, and camping with weekend camping expeditions included.

391-405-71 Track and Field

To provide students with basic skills in track and field events as well as the training principles involved.

391-411-74 Water Sports

This course is designed to help the advanced swimmer improve his ability in various water sports. Organization of these activities is also included.

391-414-71 Foundation of Sports

A course designed to provide an exposure to many facets of sport including the philosophy of sport, coaching techniques, training and conditioning methods, care and prevention of athletic injuries, scheduling and several prominent issues in sport.

391-414-71 Leadership in Sports

This course is designed to develop leadership potential. There will be both theory and practical application. The topics will include group dynamics, elements of leadership, group management, communication, organization of activities, tournament planning.

391-414-71 Athletic Injuries

This course will provide an in depth look at athletic injuries and their causes. Areas to be discussed include the role of the trainer in athletics, emergency care of the injured, anatomy of the human body, the mechanism treatment and prevention of injuries.

391-450-71 Beginners Aquatics

To provide instruction in swimming and water safety to the beginner through intermediate level.

391-550-71 Intermediate Aquatics

This course is designed to provide experienced swimmers with the opportunity to complete their senior swimmer and bronze exams. Instruction in other water activities will be included.

391-521-76 Advanced Aquatics

This course is for the swimmer who has completed his or her bronze exam and will deal with management of aquatics areas, maintenance, advanced awards (award of merit, distinction and instruction in other water activities).

391-550-71 Intermediate Aquatics

To provide experienced swimmers with the opportunity to complete their senior swimmer award of merit or award of distinction qualifications. Emphasis will also be placed on the development of aquatic skills and games such as waterpolo, synchronized swimming, and diving.

391-521-76 Advanced Aquatics

For the swimmer who has completed his or her bronze exam, this course will deal with management of aquatics areas, maintenance, advanced awards (award of merit, distinction) and basics in swimming instruction.

391-554-71 Alpine Skiing

An intensive one week course designed to develop the skills of downhill skiing from the beginner through parallel level.

391-554-71 Cross Country Skiing

An intensive one week course designed to develop the skills of cross-country skiing. Lectures will include discussion of technique, equipment and waxing.

391-650-00 Scuba

This course offers skin and scuba instruction for the beginners in order to prepare the students for their scuba qualification.

391-654-71 Winter Camping

An intensive course in winter survival camping. The course will include theoretical preparation as well as a practical expedition.

391-667-71 Basketball

To increase the level of basketball awareness and knowledge by a study of coaching methods, individual and team offensive and defensive skills.

391-921-68 Jazz Dance

To promote an understanding of jazz dance through the movements, exercises, choreography and musical elements involved in this dance form.

391-921-68 Creative Dance

To promote physical expression through creative dance movements, composition and choreography.

INTRAMURALS

Intramurals provide students with an opportunity to compete on a weekly basis in the activities listed. Emphasis is on participation, pleasure and competition.

BASKETBALL 109-125-15

FLOOR HOCKEY 109-159-15

SOCCER 109-187-15

VOLLEYBALL 109-195-15

The Physical Education and Athletics Department also offers *non-credit* optional activities in the form of clubs, intramurals and intercollegiates. Students interested in participating in these activities should register *at registration*.

CLUBS

109-103-30 Curling

The curling club practises on a weekly basis and participates in various levels of men's, women's and mixed bonspiels

109-106-30 Cricket

The cricket club participates in the spring and fall in various tournaments and competitions.

109-114-30 Kung Fu

Instruction is provided in the techniques of Kung Fu.

109-115-30 Track and Field

Students practise on a regular basis participate in various indoor and outdoor meets during the season.

109-120-30 Badminton

Recreational badminton is available for all levels of activity with regular tournaments and fun nights planned.

109-128-30 Dawson Outing Association

The DOA plans outings in hiking, camping, canoeing, cross country skiing, and downhill skiing to various locations.

109-130-30 Fitness

Instructional classes in fitness are available to staff and students at all campuses and provide an excellent way to get fit.

109-135-30 Jazz Dance

This club is designed to teach all levels of students. Beginners will learn expression and free style movement in relation to jazz while intermediates will practise advanced forms of Jazz technique.

109-152-30 Gymnastics

Instruction is offered at various skill levels in gymnastics apparatus including trampoline, parallel bars, uneven bars, pommel horse, balance beam, vaulting horse, rings and mats.

109-160-30 Women's Hockey

Women's Hockey club practises on a regular basis and competes in exhibition and tournament play against other women's teams.

109-164-30 Judo

Instruction of the skills of judo including, throws, falls etc. and the opportunity is to compete in various tournaments.

109-170-30 Swimming

Aquatics activities such as water polo, swim teams, recreational swimming are planned.

109-190-30 Tennis

The students may receive instruction or may participate on a recreational or competitive basis.

109-195-30 Volleyball

The men's and women's volleyball club provide the opportunity for participation in volleyball on a recreational and competitive basis.

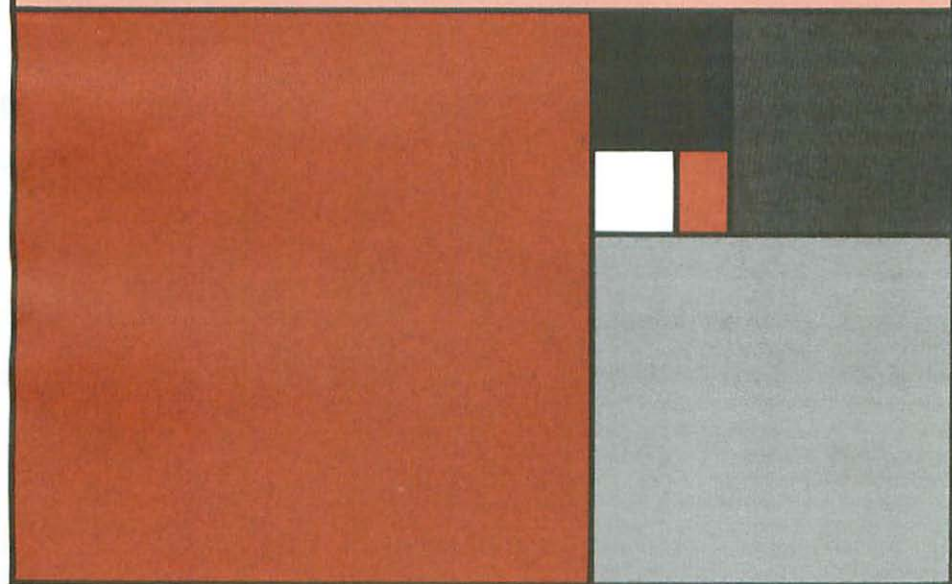
INTERCOLLEGIATES

The following teams practice on a regular basis to play in the "AA" Division of the F.A.S.C.Q. league.

WOMEN'S BASKETBALL	109-125-30
MEN'S BASKETBALL	109-125-30
TEAM HANDBALL	109-155-30
MEN'S HOCKEY	109-160-30
SOCCER	109-187-30

**arts
sector**

LaFontaine Campus



ARTS FACULTY: PARC LAFONTAINE

ANTOS, Erminia
Modern Languages

BAILEY, Bruce
English/Humanities
BAUMGARTEN, Charles
English

BEATTIE, Eleanor
English/Humanities
BIMSON, Norman
Humanities
BOLLAND, Patrick
Psychology
BOUDREAU, Nicole
Modern Languages/Humanities

CHAYKOWSKY, Valerie
*Political Science/
Humanities*

COWAN, Soja
Psychology
CRESPIN, Francis
French/Humanities
CUNANAN, Aida-Alma
English/Humanities

DAGG, Melvin
English
DESLAURIERS, Peter
Economics/History
DIETSCHKE, Peter
Psychology
DORLAND, Janine
French/Humanities
DUCHOW, Paul
*Political Science/
Humanities*
DUNBAR, Scott
Religion

ELSDON, Ann
English/Humanities
EVANS, Gary
History
FRAJBERG, Aleksander
Economics

FUYET, Hervé
Humanities

GALAN, Myron
*Political Science/
Humanities*
GLOUBERMAN, Sholom
Philosophy/Humanities

HAINES, Victor
English
HARVEY, Janice
History/Humanities
HASSAN, Faruq
English
HEALY, John
English/History
HERSCHORN, Susan
Psychology
HILDEBRAND, George
English/Humanities

JONES, Fred
Economics
JORGENSEN, Jan
*Political Science/
Humanities*

KAAL, Friedl
*English/
Modern Languages*
KAAL, Hans
Philosophy/Humanities
KLEIN, Jean-Claude
French
KRAJEWSKI, Walter
English/Humanities
KRAMER, Mendel
Philosophy/Humanities
KRISHTALKA, Aaron
History/Humanities

LAMBERT, Lucie
Sociology
LECLERCQ, Richard
Sociology/French
LEFEBVRE, Jean Pierre
French/Humanities
LEVIN, Charles
English/Humanities
LEVY, Mark
English

MANION, Eileen
English/Humanities
MATE, Phyllis
Psychology
MCKIEL, Lila
English/Humanities
MORTON, Mimi
English/Humanities
MOSS, William
Sociology/Humanities
MUHLSTOCK, David
Sociology/Humanities

NEWELL, Julia
Humanities

POWER, Linda
English

RABB, Abdur
Religion/Humanities
RAINS, Jack
Psychology/Religion/Humanities
RAJIVA, Stanley
English/Humanities
REICHELSON, Sidney
English/Humanities
RHEAUME, Danielle
French
RIGELHOF, Terrance
Religion/Humanities
RING, James
Philosophy/Humanities
ROGERS, Fay
Sociology/Humanities
ROLLINS, Douglas
English/Humanities
ROSSI, Francesca
Modern Languages

SANDOVAL, Enrique
English
SANDOVAL, Gilda
English/Humanities
SERRUYA, Barbara
*English/Humanities/
Modern Languages*
SHOHET, Linda
English
SLOAN, Katherine
English/Humanities
SMITH, Bruce
Economics/Humanities
SMITH, Michael
Humanities
SPEVACK, Abraham
Psychology/Humanities
STERN, Janet
French
SULLIVAN, Daniel
Philosophy/Humanities

TANNENBAUM, Chaim
Philosophy/Humanities

WOODS, Hanford
English/Humanities

ARTS PROGRAMME

LAFONTAINE CAMPUS

The Pre-University Arts Programme at the Parc LaFontaine Campus offers a variety of courses in English, Humanities, French, Modern Languages, Religion, Philosophy and the Social Sciences (Economics, History, Political Science, Psychology and Sociology).

One of the fundamental premises of CEGEP education is to provide general education for the whole person. Learning here is viewed as an integrated process which facilitates both personal and intellectual development. Students are encouraged not only to read and write and articulate their ideas, but to do so in an independent and critical fashion. They are also encouraged to develop an understanding of their social, cultural, and political milieu.

DEVELOPMENT OF LANGUAGE SKILLS

Residents of Quebec are frequently confronted with the necessity of understanding and using both French and English. In addition to our French Language and Literature programme, the LaFontaine Arts Sector also offers some courses in French in disciplines such as Sociology and Humanities in order to encourage and facilitate the development of skills in the French language, and to make English-speaking students aware of, and sensitive to, the cultural reality of living in Quebec. Although the language of the classroom is French, this fact does not prevent the use of English on occasion to gain a better understanding of the subject matter.

Richard Leclercq (office: 805, Local: 220) is the coordinator of this experimental programme.

In order that students may develop adequate reading and writing skills in English for collegial-level work, the majority of them are required to take an introductory course in Composition and Literature. For students who need more intensive instruction in basic English structures, courses in Expression and Language are offered on two levels. The LaFontaine English grouping and Arts Sector also sponsor jointly with the Learning Centre an English tutorial programme for students who need individual help in developing their language skills.

Doug Rollins (office: 315, Local: 278) is the coordinator of this English programme.

INTERCULTURAL ACTIVITIES

One of the most striking features of the LaFontaine student body is its widely divergent cultural and ethnic background. The Intercultural Centre, directed by Abdur Rabb, a Religion and Humanities teacher, coordinates a series of activities — meals, dances, religious ceremonies, speakers, films — which reflect this cultural richness.

The Modern Language teachers also organize programmes of a similar nature. Such activities help our students to develop a mutual understanding and appreciation of our different cultural heritages.

SPECIAL PROGRAMMES

INTERDISCIPLINARY PROGRAMMES

CANADIAN STUDIES

The need to know ourselves as citizens of Quebec and Canada has never been as imperative as it is at this time. In order to give students more direction in their choice of courses, a Canadian Studies Certificate will be awarded to students who have completed eight courses which have Canadian content.

Students applying for a Canadian Studies Certificate will also be in a position to major concurrently in a field of their choice since these courses are available in many different disciplines.

THE FOLLOWING COURSES ARE OFFERED IN THE LAFONTAINE CANADIAN STUDIES PROGRAMME:

ECONOMICS: The Economy of Quebec. **ENGLISH:** Images of Quebec, Modern Canadian Literature, Arts Canada, Modern Canadian Women Writers, Canadian Immigrant Literature, Canadian Fiction Themes: Civilization and Wilderness, Voices from the Prairies, Quebec Writers, Canadian Jewish Fiction, The Indian in Canadian Literature. **FRENCH:** Réalités Québécoises, Le Québec: Communication et Animation, Table Ronde II, Théâtre Québécois. **HISTORY:** Economic and Social History of Canada to 1867, Economic and Social History of Canada from 1867, The History of New France, Political History of Canada-1867 to present, History of Quebec 1867-1970. **HUMANITIES:** The Canadian Identity, The Cultural Mosaic of Montreal, Power and Alienation in Canadian Society, Documentary Tradition in Canada, La Culture Québécoise Contemporaine, Action-Reaction, Canadian Poverty. **SOCIOLOGY:** Sociologie de la Société Québécoise.

For further information on the Canadian Studies Programme, students may contact the LaFontaine coordinator, Gary Evans (Office: 207, Local: 251).

THE QUEBEC STUDIES INSTITUTE

LaFontaine Arts also offers a certificate programme in Quebec Studies. This programme provides English-speaking students with the opportunity to look at Quebec society, past and present, in a variety of contexts. Information about this programme as well as a list of course offerings will be provided by the LaFontaine coordinator, Jean Pierre Lefebvre (Office: 805, Local: 220).

ENGLISH

All Cegep students must take four "CORE" courses in English. These courses can be chosen from two groups: Group A — General, Group B — Specific. Students may select their four "CORE" courses from Group A alone, Group B alone, or from both groups. Each group contains separate categories allowing students a broad choice of courses.

GROUP A: GENERAL

Categories

National Literature	603-101-75 to 603-401-75
Historical Period/Survey of Literature	603-102-75 to 603-402-75
Thematic Courses	603-103-75 to 603-403-75
Linguistics and Literature	603-104-75 to 603-404-75

GROUP B: SPECIFIC

Each category here is very specific. Because it is a stated objective of "core" English to serve the interests of general education, students are restricted in choice to the maximum of one course per category. (i.e. one poetry course, one novel course, etc.)

Categories

Poetry	603-110-75	Great Works	603-160-75
The Short Story	603-120-75	Specific Author	603-170-75
The Essay	603-130-75	Literature and Other Media	603-180-75
The Novel	603-140-75	Effective Writing	603-190-75
Drama	603-150-75		

NOTE TO ALL STUDENTS

STUDENTS MUST NEVER TAKE TWO ENGLISH COURSES BEARING THE SAME NUMBER EVEN IF THE COURSE CONTENT IS DIFFERENT. AS WELL, SINCE COURSE NUMBERS FOR ALL ENGLISH COURSES HAVE CHANGED, STUDENTS MUST NEVER TAKE TWO ENGLISH COURSES HAVING THE SAME CONTENT, EVEN IF THE COURSE NUMBERS DIFFER.

Option Courses

Courses in this section are taken in addition to the four "core" courses each Cegep student is required to take for a DEC. They are not interchangeable with "core" courses. Most option courses provide students with an intense and focused examination of literature and literary studies. They are devised for students with a particular interest in literature. This does not mean that option courses are only of interest to specialized students with a future university career in literature. They also present an opportunity to add depth to all students' appreciation and knowledge of literature.

All students who have already successfully completed four "core" English courses may take English courses under the option heading only if they wish to continue with English as an option or as a complementary course. Students may take up to four sections of Independent Study.

Courses

603-910-76	Specific Author
603-913-76	
603-923-76	Independent Study
603-933-76	
603-943-76	

GROUP A: GENERAL CATEGORIES NATIONAL LITERATURE

603-101-76 Images of Quebec Eleanor Beattie

This course will deal with short novels by Quebec writers, mostly in translation. The works of Yves Theriault, Marie-Claire Blais and Hugh MacLennan among others will be studied. Although each novelist casts an image of his own concerns, this class will try to relate the novels into the larger fabric which is Quebec.

603-101-76 Indian Sub-Continent Fiction Faruq Hassan

The Indian sub-continent has fired the imagination of many a Western writer in the past. Some have portrayed it as an exotic land of snakes, sages and Sadhus; others have been fascinated by its ancient philosophy. The real landscape and its inhabitants have, perhaps, never been given expression in Western creative writing. The aim of this course will be to investigate different views from within and without the sub-continent. This course will compare the different images of people and landscape presented in books of fiction.

603-101-76 Modern Canadian Literature Doug Rollins

Works by contemporary writers will be studied in detail. Although writing in several genres will be examined, the central focus of this course will be the modern Canadian short story and its historical development. Included will be works by Blaise, Hood, Laurence, Metcalf, Munro and Smith.

603-201-76 Arts Canada: Literature, Painting and Folksong Victor Haines

Who are our Canadian artists? What is their art? How is it Canadian? Using a miscellany of Canadian prose, poetry, songs, drama, and slides of the visual arts, this course will deal with characteristics in Canadian culture often noticed in the arts in Canada, such as the question of a hostile natural environment, immigration to a new land, alienation, the victim, endurance, bilingual culture. TEXT: *The Oxford Anthology of Canadian Literature*, Ed. R. Weaver and W. Toye.

603-201-76 American Women Writers Eileen Manion

What insight can we gain from literature about the experience, feelings, and social conditions of women? Through discussion of novels, short stories, and poems written by women from the 1880's to the 1970's we shall explore the changes in women's place in society, as well as the way women writers have expressed their discontent and their viewpoints.

603-301-76 Modern Canadian Women Writers**"This is a Photograph of Me"**

Lila McKiel

Literature by women about women will be studied. This seminar and lecture course will deal with writers on the Canadian landscape. Novels, poetry and short stories from the English and French communities will examine a woman's life from childhood to old age and trace her changing role in the historical perspective. Included will be works by Marie-Claire Blais, Anne Hébert, Margaret Laurence and Margaret Atwood.

603-301-76 West Indian Literature

Doug Rollins

Canada has always had close ties with the West Indies. This course will introduce students living in Canada to the rich and varied culture of the Commonwealth Caribbean. The artists' views of life will be compared with the views pictured in the tourist brochures. The study of modern West Indian literature will range from the works of Walcott, Naipaul and Lamming to those of Louise Bennett and The Mighty Sparrow.

603-301-76 Canadian Immigrant Literature

Linda Shohet

Margaret Atwood has said that Canada is "a country that must be chosen" even by those born here. Yet Canada is a land of immigrants—people from other nations who have seen it as a paradise, a land of salvation. Our fiction abounds in accounts of the immigrant experience. In this course, we shall attempt to see whether newcomers merely "survive" in their chosen land or whether they triumph and affirm. We shall read accounts that span a century and include every region of the country.

603-401-76 Latin American Fiction

Friedl Kaal

The purpose of this course is to introduce students to Latin American Literature and to create in them an awareness of the special problems the Latin Americans have faced and are still facing in dealing with their Indian heritage, colonization, religious conversion, class differences, urbanization, political violence and revolution. The approach of the course will be mainly sociological and thematic and it should appeal especially to students taking Spanish, to students who are interested in learning about different cultures and literatures, as well as to students taking social science courses dealing with Latin America. Students will be expected to read several short novels, poems and articles.

603-401-76 Quebec Writers

Lila McKiel

The novels, stories and poems to be examined in this course centre around the themes of growing up in Quebec and the influence of the family or community on one's attempt to find happiness. How does a person discover his identity or deal with dislocation, disillusionment, or success? One of the main aims of the course will be to help students learn to participate in small group discussions. We shall study books by Richler, Blais, Carrier, and MacLennan.

603-401-76 Third World Fiction

Faruq Hassan

Friedl Kaal

The aim of this course is to create an awareness of the sociological, cultural and psychological problems of the people of different nationalities within the Third World — problems that have shaped their sensibility and determined their consciousness. The course will look at representative works of fiction from Latin America, Africa and Asia. The approach to the subject will be a thematic one.

HISTORICAL PERIOD/SURVEY OF LITERATURE

**603-102-76 Romance and Legend:
Literature From the Middle Ages**

Victor Haines

Selections from Chaucer's *Canterbury Tales*, the *Decameron* of Boccaccio, and the cycle of Arthurian romance will be studied with reference to the medieval historical context. We shall touch on medieval astrology and philosophy as a basis for understanding the literature and some of the differences between the modern and medieval way of seeing the world. We shall also trace the development of some of the tales from their early occurrence in legendary history and medieval romance to their use in modern science fiction and fantasy.

603-202-76 Understanding Fiction Eileen Manion

This course will look at a wide variety of novels and stories of the 20th century in an attempt to understand how the social and political forces which shape our lives have also transformed modern fiction. It will examine the visions and perspectives of a number of authors who have tried to represent or interpret a confusing reality. Assignments will deal with techniques of analyses — understanding points of view, characterization, plot development, narrative style, communication of values and ideas.

603-202-76 Twentieth Century American Literature Barbara Serruya

This course will examine some of the major writers of 20th Century America and, through analysis of their works, seek to understand a few of the main concerns of American letters, particularly in the 20's and 30's. We shall study historical and social currents that influenced the writers as well as focus on analysis of the works themselves as works of art. TEXTS: Selections from the following authors: T. S. Eliot; Ézra Pound; Malcolm Cowley; E. Hemingway; K. A. Porter; F. S. Fitzgerald; William Faulkner; Ralph Ellison; Wright Morris; Saul Bellow; J. D. Salinger.

603-202-76 Introduction to Literary Genres Katherine Sloan

This course is designed to introduce students to three main literary types: short fiction, poetry and drama. Emphasis will be placed upon reading literature effectively and on evaluating it from several critical stances — as art in itself as well as in relationship to historical, sociological, political and psychological considerations. This course may serve as a preparation for later selections of more specialized literature courses.

603-302-76 From Feudal to Bourgeois Charles Baumgarten

The period between 1400 and 1649 witnessed massive changes in the basic structures of English society and the development of a great national literature. This course will explore the relationship between a society and its literature by looking at selected works of major authors, critical events, and ideas formed during this period.

603-402-76 Enlightenment and Revolution Charles Baumgarten

If the Age of Reason started over two hundred years ago, how is it that twentieth century man finds himself in such a mess? This course will approach the question by looking at selected works of major authors in English Literature from 1700 until the Modern Age. Students are warned not to expect too many answers.

603-402-76 The Romantics and Revolution Mel Dagg

This course will acquaint students with the work of the major Romantic poets — Blake, Wordsworth, Coleridge, Shelley — and the dominant spirit of political, social, and aesthetic revolution in which these poets lived and wrote. The French Revolution as it affected Blake and Wordsworth; the attempts of Blake and Shelley to detail in their longer works the coming of the "New Age;" Coleridge's interest in the occult; the emphasis upon the noble savage, nature, the cult of the child, and individualism, will be examined in this context.

TEXT: *Romantic Prose and Poetry*, ed. Bloom & Trilling.

603-402-76 Survey of American Literature Mimi Morton

This course will provide an historical perspective through which American Literature may be viewed. Class lectures and background reading will trace the philosophical political, and broad social trends which have a bearing on American writing from the eighteenth to the twentieth century. Class discussions and assignments will focus on primary source readings from late eighteenth century political documents through the birth of Native American literature in the nineteenth century to twentieth century literary developments.

602-402-76 Prose and Poetry of Blake, Shelley and Keats Hanford Woods

In this course we shall examine prose and poetry of these three authors. We shall use their prose to shed light on their poetry. Keats' letters and Shelley's letters and prefaces will provide us with insights into their respective poems. In the case of Blake we will concentrate on *The Marriage of Heaven and Hell* and *The Songs of Innocence and Experience*. The aim of the course will be to arrive at some conclusions about poetic vision and the claims which poets make for their poetry.

THEMATIC COURSES

603-103-76 Myths, Monsters and Magicians

Walter Krajewski

All readings in this course are short stories, each of which is an arabesque: an intertwined design of complex ornamentation: a dolly for your mind. Each story, as a periscope of perception, peers beneath the dust of daily life to discover the facade of the fantastical. The management wishes the audience to note the location of the safety exits.

603-103-76 Dreams in Literature

Mark Levy

One of the principal outgrowths of romantic literature was the art form known as Surrealism. This course will attempt to explore the background and development of this tradition in nineteenth and twentieth century literature, placing some emphasis on the role of dream and subconscious fantasy in the works of the authors under consideration. Rimbaud, Carroll, Kafka and Breton form the core of authors whose works we shall study. Modern practitioners will also be included (i.e. Kerouac, Burroughs, and Dylan). Surrealist art will be included for study, although the primary emphasis will be on literature.

603-103-76 Gothic Tradition: Supernatural Literature of the 19th Century

Linda Power

A study will be made of a selection of novels, short stories, and poetry which appeared in the aftermath of Gothic literature. This course will concentrate on those elements of Gothic horror which the writers of the nineteenth century found to be still compatible with their innovations. These will include: the movement away from atmospheric nightmare to man's contact with unknown powers and spheres, the shift in emphasis from the appeal to the imagination to a more direct addressing of the intellect, and the emergence of a more analytic knowledge of the true sources of terror. Authors studied will include Shelley, Stevenson, Bronte, Wilde, Poe and Dickens.

603-103-76 Utopia to Nightmare

Sid Reichelson

We shall briefly examine the literary utopias of the past in their function as social blueprint, satire, etc. and then turn to a closer analysis of modern "dystopias" or nightmare societies (such as *1984*, *Brave New World*) which seem to be redefinitions of the "perfect commonwealth". What do these works reveal about human nature, man's future, contemporary beliefs and racial memories of a lost garden?

603-203-76 Definitions of Destiny

Walter Krajewski

This course will present the ultimate questions of fate and freedom which tantalize the characters in the course readings as they attempt to seize control of their act of being. The authors selected — Sophocles, Hesse, Kosinski, and West — present four different visions of Man's cosmos. Their depictions of the riddle of life seem to be paradoxes perpendicular to the ridiculous yet concentric with the sublime.

603-203-76 Literature and War in our Time

Stanley Rajiva

This course will attempt to study the impact of war on the literature of our time. It will cover a period beginning with and including the First World War through the Spanish Civil War and the Second World War concluding with the war in Viet Nam. TEXTS: Fiction: *Catch 22*, Heller; *The Naked and the Dead*, Mailer; General: *Homage to Catalonia*, Orwell; *Man and War*; Poetry: *Obscenities*, Michael Cazey.

603-203-76 Canadian Jewish Fiction

Linda Shohet

This course will study the image of the Jew as presented in both non-Jewish and Jewish literature and will concentrate on the figure of the 'shlemiel' as he has evolved from Yiddish humour to contemporary Canadian writing. There will be some investigation into the use of the Jew as metaphor in recent Canadian fiction and in Québécois literature.

603-303-76 Heroic Ideal in Literature

Faruq Hassan

This course essentially deals with the question of what constitutes the heroic in human affairs. The readings for the course include books from different countries. In transcending national boundaries, the course aims at discovering the common human ideals and aspirations which have been shared by mankind at all times.

603-303-76 Fabulations**Walter Krajewski**

This course features C.E.F. (cellular expansion factor). This registered trademark ingredient facilitates the death-defying, synaptical leaps of logical extension by which the conglomerate of brain cells actually orders the blooming, buzzing confusion of external chaos into what is so calmly and assuredly labelled "the world". The course theme is the examination, through literature (with a little help from the arts and sciences), of the relationship between the internal MIND and the external EVENT. The audience is assured that all the stimuli and concepts as presented are purely phonetic.

603-303-76 The Journey Within**Mark Levy**

While the aim of this course is to provide students with an introduction to the critical study of English literature as a whole, some emphasis will be placed on the relation of literature and psychology. A broad range of authors will be included for study. Shakespeare's *King Lear*; Carroll's *Alice in Wonderland*; Kafka's *Metamorphosis*; Hesse's *Siddhartha* and some poems will be treated in some detail. Through these and other works, we shall attempt to explore the intricacies of the psychology of the individual, and the literary techniques which are used to represent man's perilous "journey within".

603-303-76 The Double in Literature**Linda Power**

This course examines the recurrent figure of the Double in a selection of novels and short stories of the nineteenth and twentieth centuries. It focuses on both the function of the Double as a device used to express the multiple nature of man, and on the meaning of the conflict inherent in the concept of duality.

603-303-76 Introduction to Science Fiction**Sid Reichelson**

This course will examine Science Fiction literature from its origins in the nineteenth Century to its maturity in the 70's. We shall deal with short stories, novellas, four novels, some poems, a radio show and three movies. All will be examined structurally, and as vehicles of social inquiry.

603-403-76 The Indian in Canadian Literature**Mel Dagg**

This course will acquaint students with Canadian literature written by or about Native North American Indian and Inuit peoples. Through the study of a select group of novels, short stories, and poetry, students will become aware of the cultural, historical, and political contexts that have shaped the lives and outlook of Canada's first people. The literature of this course will focus on the difference between conflicting Indian/white attitudes to the land or the environment.

603-403-76 Canadian Fiction Themes: Civilization and Wilderness**Linda Power**

"The writer is a person who fishes with a double hook. One barb he casts outward into the given form of landscape and society . . . the other barb reaches into the inner world of dream, memory, hooking of shapes of fear and desire." This course explores the "double hook" in a selection of contemporary Canadian novels and short stories. We shall explore the interaction of the social and psychological, the real and the ideal, the geographical and emotional landscape.

603-403-76 Voices from the Prairies**Linda Shohet**

This course will look at Canadian literature from a regional point of view and try to understand how the geography has shaped the imagination of writers from the West. Readings will be drawn from W. O. Mitchell, Sinclair Ross, Gabrielle Roy, Rudy Wiebe, Robert Kroetsch, George Ryga and Margaret Laurence. We shall also focus on social issues, such as the plight of the Indian, that have particular significance in the West.

LINGUISTICS AND LITERATURE

These courses are designed for students who desire to refine their skills in reading comprehension and analysis, and to improve their ability to communicate their ideas lucidly both in written and oral work. Because a structural approach to the study of language and literature is generally considered to be cumulative, these courses will be offered on a sequential basis.

603-104-76 Expression and Language I

Staff

This course is designed to give a headstart to students who need help in perfecting their English in order to achieve the standard required for other courses in their programme. The course will concentrate on the improvement of reading comprehension oral expression, writing and listening skills and it will enable students to express their thoughts and feelings in speech and in writing.

603-104-76 Creative Writing I

John Healy

This course is designed for students interested in becoming writers. It will attempt to discuss and illuminate the three basic problems faced by novice writers, namely: the psychological; the technical; the practical. Included will be a discussion of the attitude of the writer to his environment; the various techniques of creative writing and the problem of publishing.

603-204-76 Expression and Language II

Staff

This course is a continuation of Expression and Language I, which is the prerequisite.

603-204-76 Creative Writing II

John Healy

This course is designed for students wishing to continue their development as writers. Classical, romantic and modern movements in literature will be discussed. Students will be required to hand in a written assignment every two weeks of the duration of the course.

603-304-76 Composition and Literature

Staff

The primary objective of this course is to develop and improve students' writing skills, especially of exposition. Basic elements of grammar, punctuation and usage will be studied in order to ensure that each student meets the requirements of written English at the collegial level. Proper use of the library, and the mechanics involved in preparing and documenting research and term papers will also be taught. *All new students must take this course unless specifically exempted by the staff.* Former students may be permitted to enroll only on the recommendation of an English staff member.

603-404-76 Structures of English

Charles Baumgarten

In this course we shall pull English apart to see its components and how these parts are arranged in the production of meaningful communications. Looking first at the basic building blocks, the sound system, we shall then look at the process of word formation. Finally, we shall study the formation of the basic sentence types and the way in which these are manipulated in the formation of a variety of more complex sentences.

603-404-76 Advanced Composition

George Hildebrand

This course emphasizes primary composition skills at the advanced level. Class work will involve structural and stylistic analysis as well as writing "labs" in which students are expected to apply the techniques and methods of organization studied. At least one major theme a week will be required. Only students who have passed Composition 304 (or who have been exempted from Composition 304) may register for this course.

TEXT: Quentin Gehle et al, *The Writing Process* (Toronto: Macmillan, 1977).

603-404-76 Introduction to Linguistics

Charles Baumgarten

What is language? How do we produce it? Do we know its origins? Is the study of language a science? If so, what are its laws? What happens to languages over periods of time? What are the methods of linguistic analysis? These and related questions will be the subject matter of this course. Although English will be the main model used, students will be encouraged to supply further examples drawn from any other languages they know.

GROUP B: SPECIFIC CATEGORIES POETRY

603-110-76 An Introduction to Poetry

Enrique Sandoval

What happens in poetry? What have poets said about their art? Why is poetry composed today when there are "other human concerns and extensions" that are more appealing? What is the role of the poet in our society . . . other societies? Why write poetry? The course will function on the basis of theory exposition, reading and discussion of poems. Original poems of students will be welcome for class discussion. Authors will include Poe, Whitman, Sandburg, Ginsberg, Ferlinghetti and Neruda.

THE SHORT STORY

603-120-76 International Short Story

George Hildebrand

This course will have both a thematic and a structural orientation. Students will be introduced to theories of narration and to the primary conventions of short fiction. Works by contemporary writers from varying cultures and national backgrounds will be studied with emphasis on the concepts of ideology and authenticity as these are realized in the short story. Specific instruction will be given in "reading" images and symbolic structure. A syllabus detailing the schedule of readings and other requirements is available from the instructor.

603-120-76 Short Stories of the Western World

Stanley Rajiva

This course will study the short story from its beginnings to modern times. The introductory part (three weeks) will deal with the origins of short fiction (*The Story of Suzanna, The Decameron*). The course itself (12 weeks) will cover the short story from the eighteenth Century to the present. Such a historical survey will help us to see how the short story has evolved from a comparatively simple early form to a very complex modern art form.

603-120-76 The Short Story

Hanford Woods

The emphasis of this course will be on the short story not simply as a perfectible small-scale form, but as a form in the hands of a given writer capable of extended development. Students will keep a journal on their readings and the students in groups will present papers in class.

THE ESSAY

603-130-76 Letters, Diaries, Journals

Lila McKiel

"In a man's letters, you know, Madame, his soul lies naked, his letters are only the mirror of his breast." (Dr. Johnson's letter to his friend Mrs. Thrale, October, 1777). For centuries the hopes and tragedies of people have been communicated in letters; diaries and journals record their private emotions and judgments. These forms have been used in many other ways as well as public "newspapers" or as a form of fiction. In this course we shall look at the forms of these three literary genres, at some of the well known examples and uses of each, and we shall try our hand at writing some.

THE NOVEL

603-140-76 The New Picaresque Novel

Faruq Hassan

The last thirty years have seen a revival of the picaresque novel in England, and a noticeable renewal of interest in the genre in Canadian literature. This course will attempt, through a reading of the contemporary novels from England and Canada, to determine the sensibility which creates picaresque works, and to enable students to enjoy the richness, vitality, informality and comedy associated with the picaresque vision.

603-140-76 Para-Literature: It's Popular but is it Art?

Mimi Morton

This course is intended as an open-ended seminar on the importance of para-literature, those works of fiction which have attained great popularity and are, in some circles, treated seriously, but which are not generally given the status of important, serious fiction. The course asks the question: Wherein lies the importance of such literature? A partial book list for this course is: *Love Story*, Eric Segal; *Jonathan Livingston Seagull*, Richard Bach; *Stranger in a Strange Land*, Heinlein; *Siddhartha*, Hesse; *Portnoy's Complaint*, Roth; *The Prophet*, Gibran.

603-140-76 Myth and the Novel: Roots of Reality

Barbara Serruya

What are the social functions of myth and folklore? How do novelists incorporate myth into their work? What does this tell us about the relationship between culture, social change, myth and the novel? In exploring these three questions the students will read various myths and folktales to establish the relationship between folklore and society. They will then study four novels which integrate these myths in order to analyze social as well as artistic significance.

DRAMA

603-150-76 Introduction to Drama

Enrique Sandoval

The aim of this course is to acquaint students with this expression from the literary and theatrical viewpoints. Pertinent questions will be developed in order to reach a comprehensive picture of this art form. (Can a play be considered literary achievement? What differentiates drama from other literary forms?) The theatre will be considered as a meeting ground for all the arts. A seminar-like format consisting of a variety of activities will be used.

GREAT WORKS

603-160-76 The Greek Heritage: The Iliad and the Odyssey

Aida Cunanan

This course will involve a detailed study of Homer's *The Iliad* and *The Odyssey* with a view to understanding the epic tradition, the figure of the questing hero, and Greek mythology. Students should be prepared to read both texts thoroughly and participate in class discussions. Supplementary reading materials will be made available to the students. TEXTS: *The Odyssey*, Transl. by Albert Cook; *The Iliad*, Transl. by Richard Lattimore, *Mythology*, Edith Hamilton.

603-160-76 Gods, Ghosts, and Gevalts

Walter Krajewski

Virgil's *Aeneid*, Dante's *Inferno*, Bulfinch's *Age of Greek Fables*, and God's *Book of Genesis* form the reading assignments for earthy and sublime stories of heroes, witches, demons, centaurs, cyclops, goddesses, gorgons, goliaths, griffins, chimeras, prophets, oracles, heretics, warriors, saints, sinners, sybils, soothsayers, shepherds, sodomites, dreamers, angels, and wanderers. The Classical, the Medieval, and the Biblical traditions will be studied as the foundations of English literature, scholarly dissertations, and learned allusions.

603-160-76 Bible as Literature

Linda Shohet

This course will look at stories and figures from the Old and New Testaments that have come to be archetypes of Western literature. Reading will be drawn from medieval moralities, sermons, Milton, Herbert, Blake, Yeats, Wiseman and Klein. We shall discuss how Biblical plots, themes and characters, because of their familiarity to enormous audiences, can serve as ready-made symbols for artists.

SPECIFIC AUTHOR

603-170-76 Edgar Allan Poe

Walter Krajewski

Vincent Price, with Hollywood's blessing, has interpreted Poe as all creaks and shrieks. But the grotesque in Poe is married to the arabesque so that his tales are not simply of horror but more profoundly of mystery and imagination. This course will consider Poe as a psychoanalytical metaphysician who probed both the spaces of the mind and the Mind of Space in his attempt to peer past horror to the cosmic connection.

603-170-76 George Orwell

Ann Elsdon

Using primarily his essays and journalism, and the text *Down and Out in Paris and London*, this course will show how Orwell's work reflects the uncertainty of the world, in social and political realms, between the 1920's and 1940's. In addition, his work will be used to demonstrate the *form* of the essay, the short story, documentary writing and popular journalism. Supplementary texts will include a selection of essays and journalism from Orwell's complete published works. (Ed. Sonia Orwell).

603-170-76 George Orwell

Hanford Woods

This course is designed to introduce students to Orwell's work in his capacity as essayist and novelist. We shall examine the essays to get some idea of Orwell's view of the world, then we shall see how he develops and complements those views in his novels.

LITERATURE AND OTHER MEDIA

603-180-76 Introduction to Communications

Ann Elsdon

This course will investigate the nature of communications as we encounter their multitude of forms in our everyday lives here in Quebec. We shall learn how to interpret and judge the effectiveness of the printed word, of sound and of visual images as means of communication. Students will have an opportunity to discover their talents and to learn new techniques of communication such as journalistic writing, documentary reporting, creative TV production, creative writing and drama.

603-180-76 Literature and the Popular Media

Bruce Bailey

This course will offer the student an opportunity to engage in creative and critical exercises with various media in order to develop an understanding of the relationship between literature and the means of mass communication in the twentieth century. We shall explore the adaption of literary works to film, radio and TV, define the difference between bestsellers and enduring literature and devote some time to the study of the relationship of literature to contemporary popular music, games, comic strips and educational methodology.

603-180-76 Drama Production Workshop

Eleanor Beattie

Students will be reading and discussing plays with the intention of producing one within the course. The written word will be transformed through the process of dramatic exploration with the use of costume, settings and movement. In effect, the course will be a production workshop.

ENGLISH LANGUAGE AND LITERATURE (MOTHER TONGUE) OPTION COURSES

603-910-76 Margaret Laurence

Linda Shohet

By studying the five Manawaka books, we shall reconstruct a social history of Manawaka to show how the town reflects the social history of Canada in the last century. We shall examine closely Laurence's narrative techniques and her methods of characterization.

TEXTS: *The Stone Angel*, *A Jest of God*, *The Firedwellers*, *A Bird in the House*, *The Diviners*.

603-913-76 English Tutorial Workshop

Victor Haines

The best way to learn is to teach. This course is for students who would like to be student tutors and participate in the programme of peer teaching at the LaFontaine Learning Centre. Students will set up an individual programme of study in consultation with the teacher, dealing with the techniques and teaching of better communication skills—writing, reading, and conversation. About one half of the time in the course will be spent in individual tutorials with students who come to the Learning Centre for help in basic English skills. Second year students with competence and interest in English writing and expression will be given preference in course registration. Permission of the instructor is a prerequisite for registering in the course.

603-913-76 Narrator in Fiction

Faruq Hassan

During the present century, the concept of 'Point of View' has become one of the most useful technical distinctions available to students of fiction. In one critic's words, its use is not only "a mode of dramatic delimitation", but also of "thematic definition". Students in this course will attempt to understand the nature of this concept and study its relationship to other aspects of fiction in order to discover how writers who are conscious about their choice of a narrator achieve certain kinds of special effects in their writings.

603-923-76 Shakespearean Romance

George Hildebrand

This course introduces the student to romance as a literary mode by focusing on Shakespeare's last plays, his adaptations to the stage of conventional romantic narrative. In *Pericles*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*, Shakespeare takes up the great themes of wandering and home-coming, of symbolic reconciliation, of breakdown and reconstruction. Students will be expected to understand these plays at a symbolic level, to read some related criticism, and to do some independent research resulting in a major essay.

603-933-76 Recent American Novel

Mel Dagg

The purpose of this course is to allow students to explore, in as free a manner as possible, the younger group of recent American writers whose concern is the post-sixties madness in which they live. Reading assignments and evaluation will be arranged on an individual basis between student and instructor.

**603-914-76 Introduction to Written Communication
(for Secretarial Science students only)**

Helen Ward

This course is designed to improve the writing skill of Secretarial Science students. It will include both a thorough review of the fundamentals of English usage and an opportunity for students to develop writing ability through practice in composing coherent sentences and paragraphs. The emphasis will be on clarity and directness of expression.

**603-915-76 Business Communication
(for Secretarial Science students only)**

Helen Ward

This course will apply principles of good writing to the forms of communication that students will encounter in the business world. Students will be exposed to various kinds of practical business situations where comprehension of a written text and the correct form of response will be taught: varieties of business letters, press releases, and memos, and their composition in direct, clear English. The research and writing of formal and informal reports will be another practical writing exercise for the students. The course will also devote some time to practising spoken communication, to help students learn to speak effectively and with confidence.

HUMANITIES

As a part of the "core" programme four Humanities courses must be taken by students from all of the sectors. These courses are divided into four categories:

101 Man and His World Views

201 Man, Knowledge and the Universe

301 Man, Creativity and the Arts

401 Man and Focal Issues

A student can receive credit toward his Cegep diploma for only *one* course in each *category*. In choosing courses, a student must not select a course in a category for which he has already received credit.

HUMANITIES 101 MAN AND HIS WORLD VIEWS

345-101-76 Science and Faith

Norman Bimson

The topic of this course is the uneasy relationship between scientific attitudes and religious belief. Have traditional beliefs of the Western religions been refuted, or only the way in which they have been expressed? Some take the attitude that scientific research is eliminating faith; others, that traditional doctrine cannot be changed no matter what science seems to discover; others still, that science and religion are concerned with fundamentally different areas of experience. It is the nature of these "areas of experience" that we want to explore. TEXTS: Huston Smith, *The Religions of Man*. Ian Barbour, *Issues in Science and Religion*.

345-101-76 The Courtly Love Tradition

Aida Cunanan

Courtly love is not a simple phenomenon but a very complex one. Its manifestations are multiform; its origins are still the subject of much dispute; its relations to medieval philosophy and theology have only been recognized in recent years. This course will attempt to sketch the development of the courtly love system and will explore the medieval concept of love as reflected in some of the literature of the period. We shall also trace the development of the status of women from the ninth Century to the Renaissance period.

345-101-76 Femmes 1978

Janine Dorland

On voudrait, dans ce cours, jeter un coup d'œil sur la situation actuelle de la femme — alors que s'ouvre à elle une nouvelle liberté — d'abord au Québec et au Canada, mais aussi dans d'autres pays, capitalistes ou socialistes. Les problèmes seront abordés, selon les intérêts des étudiants, par rapport à un certain nombre de réalités psychologiques, intellectuelles ou sociales: la femme selon la tradition judéo-chrétienne, le stéréotype, l'influence de Freud, les rôles à l'intérieur, de la famille et du couple, l'éducation sexuelle, la contraception, l'avortement, le viol, la prostitution, etc.

345-101-76 Law and Society

Paul Duchow

The purpose of this course is to give students a sense of the historical and theoretical background of the development of a legal state such as our own. The course will address itself primarily to such questions as "Can the law create or serve justice?" Is the law nothing more than a tool to make the rich richer, and protect the powerful?"

**345-101-76 The Canadian Identity:
Studies in the Forms of
National Consciousness**

George Hildebrand

This course focuses on the contemporary efforts of government and other culture-makers to create a Canadian identity. Materials to be collected and assessed will include films, songs, books (both popular and literary), magazines, pictures and advertisements. How is Canadian content defined? What are the relationships between individual identity and citizenship? The class will explore these and related questions arising from the study of contemporary cultural artifacts.

345-101-76 How They Lived: Studies in Biography

Aaron Krishtalka

This course will proceed by selecting two or three historical periods and focusing attention on certain individuals for whom those times were the present. Every student will be asked to choose such an individual and through the use of standard reference sources and works of biography to become sufficiently familiar with his/her life and times to give the class a fair portrait of them.

345-101-76 Institutions and Everyday Life

Charles Levin

We shall examine the relationship between ordinary everyday experience, which usually takes place in an institutional setting of one sort or another, and social theory. The emphasis will first be on observation, and then on trying to think beyond the given structures of experience, making visible the invisible, exploring received categories and habitual frames of reference for understanding the world.

345-101-76 Approaches to Nature

Lila McKiel

Views of nature have moved from the awestruck, to seeing it as a part of God's being, to examining it scientifically, to disregard and disdain. This course will look at the variety of ways in which man has felt about the natural world around, from Biblical references, and the medieval Bestiary, to the recent prognosis of the death of our planet as we know it.

345-101-76 Ideology and Breakthrough

David Muhlstöck

Men make their own world. Whatever form of society one finds in existence, men survive by their own deeds, their own activity, their own interactions. And yet, despite this authorship, how rarely do we find in world history societies which all men control as their own? Control over human activity usually falls into the hands of a relative few, while the human majority passively endures the product of their own activity taken from them and turned into a world they seem only to perpetuate.

This introduces the approach the first part of this course will take. It will examine the condition of human passivity in the face of perpetual possibility. In light of the above remarks it will explore the way people keep themselves unnecessarily enchained. The most effective prisons are the ones without bars, the ones people inhabit in their own minds. The way people become fixed by images of what is possible (or impossible), the way habits and attitudes and fears become patterns of life and practice that reproduce themselves — these reflect what this

course describes as ideology, and the way it operates as a social force to perpetuate a given way of life. But the assumption is that these traps are unnecessary. The second part of the course will examine moments of historical breakthrough when men have broken with worlds they felt were absolute into worlds their own to create.

345-101-76 A Matter of Death — and Life

Julia Newell

This course will attempt to explore various attitudes toward death and the way in which these attitudes may reflect social or cultural values. The first unit will consist of a study of Camus' *Myth of Sisyphus* and *The Plague*, in which the confrontation with death is seen as a starting point for a philosophical position toward life. Next, in Roch Carrier's *La Guerre, Yes Sir*, we shall examine how two different cultures deal with the fact of death and how this cultural difference leads to conflict. The third unit will deal with contemporary concerns related to the problem of death: euthanasia; legal, medical, and biological definitions of death; the right to die position; suicide; and an examination of the particular problems of the dying in our contemporary society (Kubler-Ross, *On Death & Dying*).

345-101-76 Eastern Traditions

Abdur Rabb

"I divorce you", "I divorce you", "I divorce you", says a Muslim husband to his wife, and the wife is divorced. Yet the rate of divorce among Muslims is almost nil. The Parsees believe that we must not pollute the earth or the air, and should prove useful to some creatures even after death. Hence they leave their dead bodies on a high tower to be eaten up by vultures. These and other aspects of the traditional societies of Asia and Africa will be studied and there will be cultural contact with the people from the East in Montreal. Special attention will be given to those aspects of Eastern life from which the West can learn.

345-101-76 The Cultural Mosaic of Montreal

Abdur Rabb

The immigrants to Montreal have brought with them a rich variety of cultural heritage and have contributed to the formation of a new culture which is unique in its own right. This course will explore the cultural mosaic of Montreal and try to determine how some of the major immigrant groups are adapting themselves to the culture of the North American city and at the same time preserving some of their old cultural values.

Subjects to be studied are: the family life patterns, activities at the cultural centres, and religious customs and festivals of the Italian, Greek, (East) Indian, and West Indian communities of Montreal. Participation in some of the cultural activities of these communities will form part of the requirements of the course.

345-101-76 Future Studies

Sid Reichelson

This course will prepare students to anticipate and cope with the future. Part I will deal with 'Possible Futures' and encourage creative speculation. Part II will deal with 'Probable Futures' based on data regarding population, food resources, ecology, technological and cultural innovations. Part III will discuss 'Preferable Futures' encouraging value choice.

345-101-76 Critical Awareness: The world of the Common Man

Terry Rigelhof

Our awareness of the world arises out of "the things in front of our noses" and is constantly shaped and reshaped by them. This course will investigate the ways in which social conditions (poverty and wealth) living conditions (villages, towns, cities) politics (nationalism, patriotism, facism) entertainments (games, newspapers, books) expand and contract our awareness of the world and our places within it.

345-101-76 Third World Women: The Case of Latin America

Gilda Sandoval

This course will attempt to describe and analyze the present situation of Latin American women and their role in the need to bring about social change in that region. Emphasis will be given to topics such as "machismo" as an ingrained reality against which women are beginning to react, the Church and Latin American women, women and politics, the use of women as objects of commercial advertising. Our approach will focus on a characterization of Latin American women's traditional role, the abuse and oppression to which they are submitted, and testimonies of women suffering the evils of repressive social and economic structures. The course will also examine the subject of Cuban women and their participation in building a better society.

345-101-75 Karl Marx on Alienation

Bruce Smith

Alienation has many meanings, including man's estrangement from his fellows and himself as well as his lack of control over his destiny. Man can be alienated because he does not know the forces which govern his life or is unable to control them. This course will focus on those forces which arise out of the economic system of capitalism.

345-101-76 Problems in Contemporary Africa

Michael Smith

This course will concentrate on current economic and political events in Africa. It will try to put the often confusing report of civil wars, coup d'états and diplomatic alignments into their historical and social context. Through an examination of selected countries, an effort will be made to form an understanding of the European colonial legacy, the nature of recent political independence and some of the implications for future developments in African affairs.

345-101-76 Natural Environment and Human Behaviour

Abraham Spevack

This course surveys issues relevant to the mutual interaction of man with his natural environment and possible strategies which might be employed to improve man-environment relationships. Initially, we shall examine how physical attributes of particular environments (climate, natural resources, pollution, population density) may shape the behaviour, psychology and institutions of its inhabitants. Subsequently, we shall be concerned with opposite relationships in which human culture guides the kinds of modifications imposed on environment. Although our approach throughout will be interdisciplinary, our discussions and readings will mainly reflect the theories and data constituting the recently developed discipline of environmental psychology.

HUMANITIES 201**MAN, KNOWLEDGE AND THE UNIVERSE****345-201-76 La Science-Fiction: Rêve ou Réalité du Futur?**

Francis Crespín

La Science-fiction, c'est quoi? Elle dépasse, déborde, extrapole le présent. Elle découvre ce qui a peut-être été, ce qui est sans que nul ne le voie, et ce qui sera ou pourrait être. Elle constitue le meilleur tremplin pour aboutir à l'humanité qui viendra. Elle est donc avertissement et prévision, sombre et éclairante. Elle est le rêve d'une réalité autre et la réalisation des rêves les plus fous . . . Etude particulière de quelques thèmes, se rapportant au futur, par le biais de nouvelles et de films de S.F.: l'homme de demain, l'homme et la société du futur, les rapports de l'homme et de la machine . . .

345-201-76 Design

Ann Elsdon

In an age of mass-production when everything must be planned and designed, design has become the most powerful tool with which man shapes his environment (and, by extension, society and himself). Although the social, political and economic background of design must be understood, it is important for us to learn ways of developing practical approach towards improving our environment. The object of the course is to increase students' visual literacy and encourage an awareness and understanding of the social and aesthetic implications of the aspects of design which we encounter on a daily basis.

345-201-76 The Future of Society

Herve Fuyet

Men have always dreamed of an ideal society. Existentialists, Fascists, Structuralists, Communists and others have their own model of a future society. Are such models utopian or scientifically based? What will be the impact of such things as population growth, food availability, and space exploration on the future society? Students, the instructor, guest speakers will interact on the basis of their experience and knowledge. Videotapes and films will be used as well as books by Marx, Lenin, Hitler, Huxley, Marcuse, and Soviet, Chinese and anti-communist sources.

345-201-76 Myths and Fairy-Tales

George Hildebrand

This course investigates the non-rational thought processes that go to make up culture. Selected reading in North American Indian tales and in Ovid's *Metamorphoses* will familiarize students with the basic characteristics of myth—a symbolical form of knowledge that still appeals to contemporary society. A brief survey of scientific explanations of myth will help the

student to explore his own cultural experience with the extraordinary, the fantastical, the superhuman. Who's afraid of the big, bad wolf? Must the trickster coyote always lose? Must the quick, cunning, but nasty roadrunner always win? How do we explain beginnings, magical changes, endings? Do you know the story of the Princess and her Hair-Remover? Of the Prince and his Body Odour? His magic Chariot? TEXTS: Stith Thompson. *Tales of the North American Indians*. Ovid. *The Metamorphoses*.

345-201-76 Power and Alienation in Canadian Society

Jan Jorgensen

Using a multidisciplinary approach, this course introduces students to the phenomena of power, alienation, inequality and social classes in the Canadian context. Materials will be drawn from novels and films as well as from academic sources to compare the ways in which we come to know and experience these phenomena and the ways in which people can organise to confront and deal with power and alienation in Canadian society, gaining knowledge of reality by changing reality.

345-201-76 Out of Space: Out of Time

Walter Krajewski

This course considers the concepts of space and time as the coordinates between the geography of the mind and the geometry of the universe. Example of space/time will be considered in ancient and contemporary science, religion, painting, music, literature, philosophy and psychology. These systems will illustrate *how* Man, residing within his humble brain-pen, peeks out at the chaotic cosmos. The third region, labelled negative space, infinity, time out of mind, etc., will undoubtedly nudge its way into the course.

345-201-76 Mythology

Walter Krajewski

This course is a study-tour of the ocean of unconsciousness surrounding the archipelago of ego-consciousness. The tour guide will be *The Hero With a Thousand Faces* who depth-dives into the human psyche in search of treasure and heroine, and in the process fathoms the well-spring of his own individual yet universal Self. Assorted deep-sea creatures to be particularly noted will be the great mother, the witch, the kindly old man, the ogre, and other assorted daimons, thoughtfully classified by C. G. Jung. Due to various cross-currents, the mythologies of diverse cultures will be netted. Photographs are permitted.

345-201-76 Communication

Charles Levin

This is a broad field, relatively new, where few of the methods and issues are set.

We shall look at the so-called "mass" media and the "dynamics" of 'interpersonal' communication. We shall also try to determine whether "signs" (as in advertising, entertainment, politics) can be said to form "systems", like languages. (It would then be interesting to speculate whether these alleged sign systems constitute parts of the world, or whether they *are* the world—that is, whether or not we can ever really stand outside our own models and metaphors.)

It is hoped that, parallel to the reading material, students will want to chart their own courses of study, since there is a wide range of possibilities, and multiple approaches can easily be accommodated.

345-201-76 Educational Ideas

W. Moss

This course is concerned with exploring the relationship between social systems and educational philosophies. The approach involves examining social theories presented by various social critics such as Pareto, Mannheim, Marx, Sorokin and developing educational models derived from these theories.

345-201-76 Images of Man: The Search for Self

Julia Newell

The objective of this course is to explore the concept of self through appropriate works of literature. In *Invisible Man*, students will become aware of how society imposes identity on the individual (In this case, a black man in a white society). *No Exit* and *Death of a Salesman* show how collusion occurs between individuals in order to maintain a tolerable self-identity and to avoid facing reality. *Crime and Punishment* illustrates the role of fantasy and dream in determining one's reality, as well as the struggle between two divergent concepts of self. TEXT: Laing: *Self and Others*.

345-201-76 Critical Thinking

James Ring

This course will attempt to develop habits of logical and critical thinking through a study of deductive and inductive logic together with analyses of various texts.

345-201-76 Photography and Knowing**Katherine Sloan**

In this course we shall study photography as an important communication medium in our technologically sophisticated society. The course will focus primarily on photo-journalism as it is distinguished from other forms of mass-communication, including film and the written and spoken word. Looking at some of the uses to which photography has been put during its relatively brief history, we shall try to evaluate the impact of this communication medium on twentieth-century thought, as well as assess its strengths and limitations in various situations. In this course, photography will be considered not so much in its role as an art form as in its role as a tool which has provided modern society with yet another way of knowing.

345-201-76 Racism and Apartheid**Michael Smith**

This course will involve a historical examination of Southern African societies with a focus on race relations. We shall examine British Imperialism and Afrikaaner Nationalism and the resistance to white minority governments by the African Liberation Movements. Close attention will be given to the development of the Apartheid system which has been set up since World War II and the racial myths and economic structures which underlie it.

345-201-76 Law and Morality**Dan Sullivan**

This course will acquaint students with basic problems concerning the nature and function of law in society. The concepts of social justice, civil liberties, freedom, tolerance, privacy and equality will be investigated. Special attention will be given to the debate surrounding the legalization of prostitution and homosexuality.

345-201-76 The Frontier**Hanford Woods**

Canada still possesses a frontier. A nation such as Canada grew up by a reduction of its wilderness areas which it pushed westward and in part northward. The frontier was regarded as something to be conquered. We shall examine the values created by the frontier, and the impact of the advancing (and receding) frontier upon Canadian social, political and economic history. We shall pay special attention to two principle frontier casualties: Canada's original inhabitants and the environments which sustained them.

HUMANITIES 301

MAN, CREATIVITY AND THE ARTS

345-301-76 Intro to Film Studies**Bruce Baily**

This course is designed to familiarize students with the history and theory of film and to increase their understanding of the medium. This is *not* basically a course in film history, although a chronological outline of major developments in American and European history will be given in order to provide a general framework for the study of particular films. Some attention will be paid to Canadian cinema, but only where relevant to discussions of animation and documentary. By the end of the course, students should be aware of some of the mechanics of filmmaking and be familiar enough with cinema history to judge a film in its social, political and artistic context. They should be able to extrapolate the cinematic biases of a number of directors of photography.

345-301-76 Documentary Film**Eleanor Beattie**

Canada is unique in the extent of its use of film and video as tools of social change. This course aims to understand the difference between fiction and documentary film; to understand that a documentary can be not only a reflection of life or a peep through a keyhole but a hammer forging social change; to investigate if the way in which a problem is posed changes the possible solution; to deal with the barriers of technology and political power — who controls film? Can its technology be mastered by most people?

Students will read materials on community use of film, watch films made about and by communities, and meet with filmmakers, as well as be involved in their own video script and production.

345-301-76 Action and Narrative

Norman Bimson

Every act that a person performs, and every event that involves human beings, can find a place in an indefinite variety of stories. Like other works of art, the story has a basis in universal interests, an inexhaustible range of expressions, and a set of recurrent forms. This course will examine some basic narrative forms, and trace their connections with mythology, their relation to non-narrative explanations of action, and the influence of the narrative form on our perception and understanding of human behaviour and experience. Both literary and historical material will be used for illustration. It is hoped that the course will help us to understand better how the role of artistry in communication and thought about human affairs is a source of both confusion and insight.

345-301-76 Modern Dance and the World We Live In

Nicole Boudreau

This course offers an exploration of the development of Modern Dance in history and of how we can create dances. Dance training is not required; active participation is essential. Project to be assigned. Text: *The Art of Making Dances* by Doris Humphrey

345-301-76 L'Art Pour Quoi Faire?

Janine Dorland

The purpose of this course is to *initiate* the students to the visual arts (particularly painting) and to the evolution of these arts since the Renaissance. It will also give the students an opportunity to become familiar with the great artistic movements such as the Renaissance, Classicism, Baroque, Neo-Classicism, Romanticism, Realism, Impressionism and the many currents of the twentieth century.

345-301-76 People's China

Myron Galan

Most recent visitors to China have noted the tremendous efforts generated towards developing an egalitarian and free society. Our task will be to examine the factors which have led to the explosion of creative energy in all aspects of people's lives in modern China. We shall consider most closely attitudes held toward work in China and relate this to the revolutionary transformation of the country. From this we shall study people's attitudes towards the arts, literature, sports and other activities and compare these meanings to those held in contemporary North American society.

345-301-76 Yiddish Folklore

Sholom Glouberman

This course introduces students to the life and folklore of the Jews of Eastern Europe. The history and sociology of the village communities there will provide a background in which to examine music, literature, and art of that era. These will be compared and contrasted to American Jewish life and art.

345-301-76 Understanding Modern Art

Hans Kaal

This course will trace the development of the visual arts from impressionism to the present, with special emphasis on the post-impressionists, on fauvism and expressionism, cubism, abstract art, and surrealism. Slides and reproductions will be supplemented by writings of artists, critics, and art historians. The course has a threefold aim: to introduce students to the visual arts, to critical discourse, and informally to philosophical aesthetics.

345-301-76 La Culture Québécoise Contemporaine

Jean-Pierre Lefebvre

Un aperçu général de la réalité culturelle canadienne-française contemporaine par le biais de diverses disciplines: cinéma, littérature, musique, arts, spectacles. Visionnement de films dans différents cinémas de la ville.

345-301-76 Woman and Art

Mimi Morton

It is ironic that women have been saddled with such epithets of procreancy as "Earth Mother" and "Nature Goddess" while they have been denied the expression of their intellectual, artistic creativity. Skeptics still ask: "But could there be a female Michaelangelo?" This course will consider the answer to such a question in light of the social, economic, and psychological pressures which have kept women in the kitchen and away from the ink and easel. We shall consult representative documents of women artists from the 18th Century to the present and visit local art galleries, see films, and hear several Montreal women artists discuss issues of women and creativity now. TEXTS: will include works by such artists as Virginia Woolf, Margaret Atwood, Margaret Laurence.

345-301-76 Experience of Music**Jack Rains**

Through an intensive study of a particular musical composition, *The Goldberg Variations* of J. S. Bach, we hope to uncover some of the general structures of musical experiences. Every class member will have a recording and a printed score. After some preliminary work (such as learning how to follow a score and understanding that music depends for its existence upon a hearer), we shall focus on the music itself. Our task will be to develop a community of descriptive speech about the music. To this end every class member has two projects: 1. To describe what he/she hears in the music. 2. To hear what anyone else describes.

345-301-76 Music and Western Man**Stanley Rajiva**

This course, designed primarily for the non-major, will cover Western classical music and its development from the fifteenth century to the present day. A major part of the course will consist of listening to excerpts and complete selections from the works of major European and Slavic composers from Bach to Stravinsky.

345-301-76 Enjoying Classical Music**Stanley Rajiva**

The aim of this course is to help students to enjoy "classical" or "serious" music. Any student interested in classical music, or wishing to become interested, is invited to enroll. Through listening to and discussing musical selections, students will have an opportunity to develop, refine, and clarify their responses to music. Students are expected to spend two to three hours per week listening to recorded music and free or inexpensive live musical performances outside of class, and to complete assignments based upon this listening.

345-301-76 Exploring Creativity**Terrance Rigelhof**

This course will explore some of the ways in which outstanding men and women began and completed creative work in such fields as art, literature, philosophy, and religion. The explorations will be both impersonal and personal. We shall explore not only how specific works were created but also how to create works of our own. Creative thinking, writing, and drawing exercises will be used extensively, making active participation essential. Students will be required to complete a project of their own design.

345-301-76 Jazz and Jazz-Makers**Doug Rollins**

This course will provide a basic background for an informed appreciation of jazz. The historical and sociological conditions which gave rise to jazz will be examined, as will the creative process and the present position of the jazz musician and his art. No musical training is required but students should be genuinely interested in music as the course will involve a great deal of listening.

345-301-76 Traditional American Music**Chaim Tannenbaum**

Students will be introduced to rural and folk literary idioms. They will be asked to compare and contrast the languages, styles, and forms of Woody Guthrie and John Steinbeck who deal with similar subject matter in different ways. As well, they will be invited to listen to many recordings by Woody Guthrie, the Carter Family, Jimmy Rodgers and their contemporary interpreters including Bob Dylan, Joan Baez, Pete Seeger.

HUMANITIES 401 MAN AND FOCAL ISSUES

345-401-76 Action-Reaction: Quebec Now**Valerie Chaykowsky**

"What does Quebec want?" is a question that is raised in the Anglophone provinces of Canada, but do English-speaking Quebecers themselves understand what is happening? De Gaulle's "Vive le Québec Libre" stunned the world, and the October Crisis of 1970 left Quebecers bewildered by the presence of the military. What were the events that led up to the "October Crisis"? What was the Anglophone reaction? What will Bill 22 mean for Anglophone Quebecers? Is Bill 22 an infringement on Anglophone rights? How do we weigh collective rights against individual rights? In what way will this bill affect ethnic minorities in Quebec in terms of their education and language of work? These are just some of the questions we shall look at in the course.

345-401-76 Is There a General Crisis of Capitalist Societies?

Hervé Fuyet

We are faced with unemployment, inflation, alienation on the job, poor schools, etc. Criminality is on the rise, poverty is rampant, the social fabric is disintegrating. Is it an exaggeration? Is Capitalism the cause of the crisis? Are socialist countries better? Videotapes and films will be used as well as books by Marx, Lenin and Soviet, Chinese and anti-communist sources.

345-401-76 Canadian Poverty

Janice Harvey

This course will examine poverty as it existed in Canada in the past and exists today. It will begin with an examination of the changing theories of poverty. The theory of poverty until the late eighteenth century is exemplified by the Christian ethic. This approach is radically altered by the appearance of new assumptions which see poverty as a personal responsibility and failure. With the New Poor Law in 1834 this new "middle class" morality is established as the basis for the approach to poverty in the nineteenth and twentieth centuries.

We shall then look at poverty in a topical manner dealing with Canada during the depression, immigration as a factor in Canadian poverty, poverty and the aged, poverty and the native peoples, and finally poverty today.

345-401-76 Gambling

Mendel Kramer

This course is meant to acquaint students with some major forms of gambling and the lore and literature that surrounds them. The course will begin with an introduction to elementary probability theory, the concept of expectation, and will relate these to rational betting in various games. Having familiarized students with some of the forms gambling takes, we will then explore literary and cinematic portrayals of gamblers and gambling.

345-401-76 What's It Like to Be . . . ?

Julia Newell

The objectives of this course are: to develop within students empathy toward members of minority groups and toward victims of discrimination and oppression; to enable them to understand the particular problems, social and psychological, of these groups; to bring about an understanding of the nature of prejudice. Personal writings (autobiography, biography, novel, letters, articles) will be chosen to enable students to perceive reality through the sensibilities and perceptions of individuals within the group. Supplementary readings from texts dealing with these problems from other points of view (psychological or sociological) will be used to help students arrive at an understanding of the nature of prejudice.

345-401-76 Indian Culture

Abdur Rabb

In many areas of India the husband and wife see each other for the first time only after their wedding when they are introduced through a mirror. The Sikhs of India bear five things on their person: long hair and beard never cut since birth, a comb, a bracelet, special underwear, and a knife. According to the Hindu belief in reincarnation, you can be born as a rat, a pig, or a great man in your next life. We shall study these and other interesting and essential aspects of culture on the Indian subcontinent through lectures, discussions, films, slides and through the participation in the cultural activities of the Indians in Montreal (dances, music, and partaking of Indian food).

345-401-76 The Afro-American Experience and the Blues

Fay Rogers

The aim of this course is to provide an appreciation and understanding of blues music and the social background out of which it emerged. The oppression of Afro-American people in the United States, the physical and psychological effects of this oppression, and responses to it resulting in the formation of an independent Afro-American culture as seen through the perspective of the blues will be examined. An equal emphasis will be placed on a study of these questions and on listening to the music.

345-401-76 American Culture

Barbara Serruya

This course will explore some of the dominant facets of what makes up the American lifestyle and culture — including technology, religion, the arts, mass media — and will put them in their historical and contemporary context, particularly with a view to analysing their impact on Quebec.

LANGUAGES AND LITERATURE

FRENCH AND MODERN LANGUAGES

FRENCH

Located in a predominantly French-speaking milieu, the Parc LaFontaine campus seeks to make the French language an everyday reality for its students. Experimental courses will be offered in several disciplines. In all courses students are encouraged to do research using French-language materials and to write their term projects in French. French-language newspapers, magazines, records and TV programmes will be available to students on an informal basis.

The basic language courses will use an audio-visual method, with a primary stress on learning to speak French. The more advanced courses include a variety of approaches to language study: conversation, written expression, literary works, the study of certain themes or genres and exploration of our French speaking milieu. Students may choose their courses according to their interest and ability. The level of each student will be determined by an oral interview at registration, in addition to his French matriculation marks.

BEGINNERS' FRENCH SERIES

602-102-72 French Beginners I

This course is designed for students who have no previous knowledge of French and its aim is to introduce students through audio-visual methods to the basic structures and vocabulary of the French language.

602-202-72 French Beginners II

This course is a continuation of Beginners I and is only open to those students who were registered in the first semester course.

602-302-72 French Beginners III

This course is a continuation of French Beginners II.

602-402-72 French Beginners IV

This is a continuation of French Beginners III.

FRANCAIS INTERMEDIAIRE

602-113-72 Français Intermédiaire I

Révision des structures et des éléments lexicaux de base à partir des premières leçons de la méthode et selon le niveau des étudiants. Phonétique, grammaire, lexique. L'étude porte surtout sur la phrase simple affirmative et ses transformations. Méthode audio-visuelle: La France en direct 1er niveau (québécoisée dans la mesure du possible).

602-213-72 Français Intermédiaire II

Révision des structures et éléments lexicaux de base. L'étude porte surtout sur la phrase simple affirmative et ses transformations. La grammaire enseignée est une grammaire active et implicite. La priorité est donnée à l'oral. Il s'agit du 1er niveau de la méthode audio-visuelle: La France en direct (québécoisée dans la mesure du possible).

602-313-72 Français Intermédiaire III

Continuer l'enseignement des structures et des éléments lexicaux de base, tout en consolidant les acquisitions, ceci pour amener les étudiants à la conversation. Contenu: phonétique, grammatical, lexical. Les points grammaticaux essentiels: 2e niveau de la méthode audio-visuelle: La France en direct adaptée, dans la mesure du possible, au contexte québécois.

602-323-77 Expression Ecrite I

Ce cours vise l'amélioration de l'expression écrite. Dans ce but, il consiste d'abord en révision grammaticale à partir des erreurs les plus courantes de l'expression écrite. Il comprend aussi un élargissement lexical et une initiation phraséologique. Les textes d'étude seront choisis dans des domaines variés (administratif, commercial, politique, culturel. . .)

602-423-77 Expression Ecrite II

L'amélioration de l'expression écrite: révision de la grammaire, enrichissement du vocabulaire, analyse des genres différents de l'expression écrite non-littéraire, rédaction de compositions. Le cours consiste en des discussions de textes divers tirés des journaux, périodiques, revues courantes, des analyses de ces articles du point de vue de la forme, du fond, des problèmes d'expression écrite. Travaux de grammaire, de phraséologie, de composition.

602-433-77 Table Ronde I

Ce cours s'adresse aux étudiants qui ont une bonne connaissance de la langue française. Il a pour objectif de les amener à une expression libre sur des sujets de la vie courante. On utilisera une grande variété de méthodes pour développer l'expression spontanée — articles de journaux, pièces de théâtre, spectacles, contacts avec étudiants francophones, discussion de programme de TV et de radio, etc.

COURS AVANCES

602-901-72 Initiation à la Littérature et à la Composition (pour Anglophones)

Ce cours a pour but d'initier des étudiants à la littérature et à la composition par l'étude, dans le cadre d'un même cours, de différentes formes d'expressions littéraires. Il familiarisera également les étudiants avec la composition de travaux portant sur des textes littéraires. Ce cours, sans être obligatoire, se veut une étape préparatoire aux autres cours plus spécialisés de langue, de littérature ou de civilisation. Etude de romans, de quelques poèmes, d'une pièce de théâtre, de contes ou de nouvelles et d'essais de moyenne longueur. Les oeuvres seront choisies parmi les écrivains contemporains tels que Gide, Mauriac, Camus, Sartre, Tremblay, Carrier et porteront sur des thèmes tels que le beau mensonge, le piège à rats, l'élan vers Dieu, la guerre.

602-908-74 Français des Affaires

Acquisition d'une langue spécialisée: le français des affaires. Pratique intensive des comportements parlés et écrits. Révision pratique de la grammaire. Accent sur les textes du domaine des affaires (au sens large — politique, économique, sociologique, historique, commercial).

602-911-77 Composition

Le phénomène de la langue. Linguistique synchronique. Ce cours s'adresse à des étudiants francophones ou à des anglophones qui maîtrisent bien la langue parlée, qui ont fait leurs études secondaires en anglais. Il s'agit de les amener à une expression grammaticalement correcte, de les initier au plan, à la phraséologie, à la rédaction de paragraphes et enfin à la composition de genres différents.

Ce cours est la suite normale du cours de linguistique.

602-912-77 Linguistique pratique

Qu'est-ce qu'une langue? Les animaux parlent-ils? Quelles sont les caractéristiques de la langue québécoise? . . . Ces questions et plusieurs autres intéressent la linguistique. Nous essayerons d'y répondre d'une façon pratique en tenant compte des langues connues des étudiants comme le français, l'anglais, l'espagnol, l'italien, le chinois, ou le grec. Les thèmes du cours s'organiseront autour de la phonologie de la morpho-syntaxe et de la psycho-linguistique.

Les étudiants pourront participer au déroulement du cours et à leur propre évaluation. Seuls les étudiants qui ont déjà une bonne connaissance du français seront admis. Il faudra aussi rencontrer le professeur avant d'être admis. Tous les étudiants du cours sont en plus invités à s'inscrire au cours de Charles Baumgarten afin de se mériter un double crédit. MANUEL: Antoni Boulet. *Les structures de la langue*.

602-913-72 Table Ronde II (pour Anglophones)

Ce cours s'adresse en général à ceux qui ont déjà suivi un cours de Table Ronde I et à ceux qui ont une connaissance approfondie du français. Son objectif est le même que celui de la Table Ronde I: développer chez l'étudiant une expression libre sur des sujets de la vie courante. On utilisera également une grande variété de méthodes pour arriver à cette fin.

602-914-77 Initiation à la Traduction

Ce cours a pour but d'initier des étudiants aux mécanismes de base de la traduction et il s'adresse aux étudiants qui ont une bonne connaissance du français et de l'anglais. Il vise à faire découvrir les principales différences entre ces deux langues et, à l'aide d'exercices et de textes divers de portée générale et commerciale, de familiariser les étudiants avec les problèmes que pose le passage d'une langue à l'autre.

602-921-72 Roman

Objectif: Tout en visant l'amélioration du français parlé et écrit, ce cours se veut une initiation à un genre littéraire particulier: le roman.

602-922-77 Théâtre Québécois (Mixte)

Dans ce cours, une confrontation de l'étudiant avec différentes formes de jeu dramatique (classiques et modernes) tentera d'amener celui-ci à une participation réelle au phénomène socio-culturel qu'est le théâtre. Juxtaposition du théâtre et du cinéma. Possibilité d'assister à des représentations théâtrales. Travaux pratiques.

602-924-77 Poésie

Quelques chefs-d'œuvre de la poésie d'expression française permettant une expérience vécue du langage poétique: on fera appel à l'imagination et à la sensibilité des étudiants pour leur permettre d'accéder à l'univers sensoriel du poète: audition de poèmes, lectures, explications de textes, discussions.

602-925-77 Contes et Nouvelles

Ce cours s'adresse aux étudiants qui ont déjà une certaine connaissance du français écrit et parlé. Nous ferons l'étude d'un certain nombre de contes et nouvelles québécoises des 19e et 20e siècles.

602-926-77 Essai

Ce cours se propose d'approfondir les fonctions de la littérature au service de la pensée, de la communication, de la culture par l'essai, le journal, la correspondance, le pamphlet. Les textes choisis devront avant tout viser à amener les étudiants à faire une expérience assez poussée de ses capacités d'analyse et d'expression en vue d'atteindre une certaine rigueur et une clarté. Le choix des œuvres sera en accord avec les affinités intellectuelles des étudiants.

602-931-77 Littérature Française

Etude de divers courants de la littérature française contemporaine. A partir du Surréalisme, les étudiants et le professeur établiront un programme permettant de couvrir les différents aspects de la littérature en France (par exemple: l'Existentialisme, le Nouveau Roman, etc.)

602-934-77 Littérature Québécoise

Une initiation aux lettres québécoises à partir d'une sélection de textes significatifs, puisés dans le répertoire du roman, du théâtre, de la poésie ou de l'essai. On tentera de montrer l'évolution de la littérature québécoise dans le contexte historique et sociologique.

602-941-77 Rédaction Commerciale

Buts: L'amélioration de l'expression écrite: révision pratique de grammaire; l'enrichissement du vocabulaire, surtout celui de la langue commerciale; la pratique de la correspondance de bureau, les lettres d'affaires (lettres persuasives, réponses, etc.). Textes du domaine des affaires

(au sens large — politique, économique, sociologique, historique, commercial). Accent sur les textes à contenu québécois.

602-942-77 Thèmes Universels

Une initiation à divers thèmes de nature universelle, choisis en fonction de leur importance ou de leurs rapports avec le contexte actuel. Ici, la curiosité et l'émotivité de l'étudiant serviront de forces motrices dans son apprentissage des nuances de la langue ainsi que dans le développement d'une sensibilité créatrice.

602-943-77 Beaux-Arts et Littérature

Les mouvements artistiques importants des 19^{ème} et 20^{ème} siècles vus à travers des textes littéraires et des œuvres plastiques. Projection de films et de diapositives. Sorties en ville si possible.

602-944-77 Littérature Comparée: Thèmes du Fantastique

Parmi les nombreux thèmes de la littérature fantastique, il en est de plus universels que d'autres qui se retrouvent dans les œuvres de différents pays. Ces thèmes, comme ceux du golem, du fantôme, du vampire, seront étudiés à travers des contes de langue anglaise, allemande ou française, ainsi que par le biais d'œuvres cinématographiques.

602-951-77 Le Québec: Communication et Animation

Il s'agit dans ce cours de sensibiliser les étudiants aux problèmes de la communication et de l'animation en les mettant en rapport direct avec des groupes dans le contexte québécois. Les étudiants devront animer de petits groupes d'étudiants (4 à 5 étudiants) des cours de langue et de conversation. A partir de leurs expériences en classe, nous amorcerons des discussions sur l'art d'écouter, d'animer et de communiquer.

602-952-77 Cinéma et Francophonie

Dans ce cours, on examinera un ou plusieurs aspects de la civilisation du monde francophone: politique, religieux, social, historique, artistique . . . On ne se limitera pas à la France, mais on pourra s'intéresser aux autres pays et communautés francophones: Belgique, Suisse, Afrique, Antilles . . .

602-991-72 Recherche et Créativité

Le Travail principal de ce cours consistera en un projet individuel que l'étudiant devra entreprendre sur un sujet choisi par lui et le professeur.

GERMAN

609-101-70 German for Beginners I

Students whose first language or whose schooling has been followed in German may not take this course. This course is an introduction to spoken and written German.

609-201-70 German for Beginners II

Prerequisite: German 101-70.

This course is a continuation of German 609-101-70. Emphasis is placed on speaking, reading and writing.

609-301-70 Intermediate German I

This course consists of a complete review of German grammar and a study of some of the more advanced aspects of usage. Through the reading of short stories, poetry and novels, students are given the opportunity to acquaint themselves with German letters and civilization.

609-401-70 Intermediate German II

Prerequisite: German 609-301-70.

This course is intended to give students increased fluency and a firmer command of the language. Emphasis in the course will be placed on grammar, composition and reading of modern short stories.

ITALIAN

608-101-70 Elementary Italian I

Students who have had previous instruction in Italian or whose first language is Italian may not take this course, which is an introduction to understanding, speaking and writing Italian. The course consists of basic structures and vocabulary, controlled conversation, short readings and written assignments. The audio-lingual approach requires regular participation in class.

608-201-70 Elementary Italian II

Prerequisite: Italian 608-101-70 or equivalent.

This course is a continuation of Italian 608-101-70. Emphasis is placed on speaking, reading, and writing.

608-301-70 Intermediate Italian I

Prerequisite: Italian 201 or equivalent.

Active review of grammar, conversation, readings, written assignments and varied activities are intended to give students a better understanding of the Italian language and culture.

608-401-70 Intermediate Italian II

Prerequisite: Italian 608-301-70 or equivalent.

This course is a continuation of Italian 608-301-70, and consists of a review of grammar, conversation, anthology of Italian readings, short stories, novels, plays, poetry. Students are given the opportunity to acquaint themselves with Italian letters and civilization.

608-411-70 Introduction to Italian Civilization

This course is designed to introduce students to Italy's cultural, artistic, and social institutions as reflected in her "belle arti", literature, and commercial history. Certain literary works will be analysed as a reflection of her people. Generally, the period to be covered will encompass from Italy's earliest times until the present era. Although primarily concerned with ideas and aesthetics, attention will be given to regional customs and dialectology.

608-421-70 Introduction to Italian Literature

In this course we shall study at least three novels and one play of modern Italian literature in addition to some poems by major Italian poets of this century. The perfectioning of oral and written expression in Italian will be continued.

608-911-70 Commercial Italian

The objective of this course is to study commercial correspondence and techniques in Italian. Students will study commercial terminology and acquire a knowledge of commercial institutions, techniques and commercial bookkeeping in Italy. Students will study the commercial style, translation and compiling of letters, reports and telegrams. Students will acquire a general knowledge of enterprises and industrial societies.

608-912-70 Introduction to Systematic Grammar

The objective of this course is to perfect the knowledge of the Italian language. This course will entail the study of phonology, morphology and modern Italian syntax. Practical work will be done in translation and composition.

SPANISH

607-101-70 Elementary Spanish I

This course will introduce students (who have no previous knowledge of Spanish) to the Spanish language and culture through basic structure and vocabulary, short readings and written assignments. Visual aids will be used especially to convey the cultural content.

607-201-70 Elementary Spanish II

This course is designed as a continuation of Spanish 607-101-70, taught in the first term. The same text books will be used. Students who have not studied Spanish before cannot be accepted in this course. Students who are Spanish speaking will also not be admitted.

607-301-70 Intermediate Spanish I

This course is a continuation of Spanish 201 which is a prerequisite. There will be some review, introduction of new grammatical structures, vocabulary, conversation, reading, written assignments. Written and oral work will be stressed.

607-401-70 Intermediate Spanish II

This course is designed as a continuation of Spanish 301 and the same text books will be used. Oral work will be stressed. Students who have not studied Spanish before cannot be accepted into this course.

PHILOSOPHY

Philosophy courses at Parc LaFontaine will introduce students to basic areas of philosophy. Central problems, for example, those about knowledge, truth, morality, and identity, will be examined. Students will be introduced to the philosophical traditions of Ancient Greece, Rationalism, Empiricism and Analytic Philosophy.

Courses will also be offered to allow students to investigate the philosophical foundations of other disciplines. For example, it is planned to offer courses in scientific methodology, logic, philosophy of psychology, political philosophy, and aesthetics.

All courses will be designed to give students an introductory taste of philosophy, to encourage clear and careful reasoning, and to give some practice in critical thinking and writing.

340-216-78 Problems of Philosophy

This course will present a series of problems in contemporary philosophy by means of lectures and discussions. Students will be introduced to such problems as "What is meaning?" "What is truth?" "What can we know?" Selected topics such as Rationalism and Empiricism will be covered. Students will be encouraged to write essays on several problems. TEXT: John Hospers: *An Introduction to Philosophical Analysis*.

340-217-78 Logic I

This course is an introduction to formal Logic. Logic is the study of arguments and of principles and procedures which allow us to distinguish good arguments from bad ones.

340-214-78 Logic II

This course is a continuation of Logic I. It will include further study of the predicate calculus including identity and the properties of relations and a study of an axiomatic treatment of the propositional calculus.

340-218-78 Philosophy of Psychology

What is the relation between mind and body? This question has worried not only philosophers but also psychologists and psychiatrists. The course will examine the main answers to this question: psychophysical dualism, the mind-brain identity theory, and logical behaviourism. Part of the course will be devoted to dreaming, which is perhaps the clearest example of a "mental" phenomenon. Students will be reading not only philosophical discussions of dreaming but also physiological and psychoanalytic accounts.

340-225-78 Social Philosophy

This course will examine the nature of society and social conduct, with particular attention to the questions of the relationship between the individual and society, the existence of social obligations and the relationship between those obligations and individual choice.

340-228-78 Metaphysics

This course will deal with basic questions and theories in metaphysics which is the philosophical study of existence. What does it mean to say of something that it exists and how does one acquire knowledge of existence? Specific problems to be dealt with might include the existence of objects in the external world, the existence of minds (our own and others) and the existence of God.

340-229-78 Moral Philosophy

This course will examine several basic problems in moral philosophy including free will and responsibility, egoism, subjectivism, etc. Utilitarianism will be examined in detail, as will contemporary theories of justice.

340-403-78 Philosophy of Art

This is not a course concerned with criticism or evaluation of works of art. It is an attempt to answer the question "What is art?" through an examination of such concepts as "expression", "representation", "interpretation" and so on.

340-910-78 History of Ancient Philosophy

This course will introduce students to philosophy through consideration of some issues in ancient philosophy. Plato, Aristotle will be read. Discussions of "What is real?", "What is a person?", "What is knowledge?", "What is morality?" will occur.

340-912-78 History of Modern Philosophy

This course will give students some idea of the development of philosophy from Descartes to Kant. It will also introduce them to certain metaphysical problems, like the distinction between mind and body, the existence of God, and the nature of the external world, as well as to certain problems in the theory of knowledge. Students will be reading Descartes' *Meditations* and selections from Locke, Berkeley, and Hume.

340-920-78 Epistemology

This course is designed to give a basic introduction to Philosophy through the Theory of Knowledge. Students will be given an introduction to a series of philosophical terms and distinctions, and will then discuss such issues as "What is knowledge?" "What are the different kinds of knowledge?"

TEXT: John Hospers: *An Introduction to Philosophical Analysis*.

340-926-78 Philosophy of Science

After a preliminary study of some general features of arguments, students will be introduced to various theories and issues in the philosophy of science. We shall study the notions of causation and scientific law, the role of observation and experiment, and the criteria which we use to distinguish science from pseudo-science.

RELIGION

The study of religion at the collegial level is a recognized academic pursuit in which courses can be taken as an option for the sake of general interest or as a preparation to further study at the university level.

At Parc LaFontaine, faculty members attempt to provide students with a basic understanding and a lively sense of the ways religious beliefs and practices have shaped and continue to shape the human world in all its variety and complexity. Our courses attempt to introduce students to some of the central issues and problems in religion and the traditions upon which they rest. All courses have been designed to stimulate open enquiry and encourage clarity of thought and expression.

370-102-71 Introduction to Religious Thought.

In this course we shall examine the nature of religious belief and delineate the characteristics of a religious situation. Other topics which will be discussed include: the soul and evil, eternal life, immortality, heaven, hell, and religion and morality.

370-302-71 Greek Religion and Civilization

Religion was a fundamental part of ancient Greek life. In this course aspects of Greek religion will be examined within the context and development of the Greek world view.

370-911-72 Introduction to the Islamic Tradition.

This course will introduce students to some of the major aspects of the Islamic tradition — its doctrine of belief, ritual, political history, sects, theology, philosophy, mysticism and modern development. Special attention will be given to the major changes in Muslim societies during the last 150 years.

370-912-72 Religion and Politics: Israel, India and Northern Ireland

Some of the major political conflicts of our time have involved deep religious sentiments. Arab-Israeli conflicts in the Middle-East, Hindu-Muslim massacres on the Indian subcontinent, and Protestant-Catholic troubles in Northern Ireland are examples of politico-religious crises. We shall make an objective and sympathetic study of these crises and try to determine the role of religion in them.

370-913-72 Jesus, Buddha and Mohamed

Who was Jesus, the Christ? Who was Gautama, the Buddha? Who was Mohamed, the Messenger of Allah? Why do these ancient men continue to attract large numbers of loyal disciples? The aim of this course is to describe the personality and career of these religious leaders and to assess their influences.

370-914-72 Sacred Writings

This course will examine sacred writings selected from several religious traditions, and explore some recurrent themes. Selections will be drawn from the literature of the Jewish, Christian, Islamic, Buddhist, and Hindu traditions. The themes will include human destiny, sexuality, salvation, and the problem of evil. The selections of writings will include *The Book of Genesis*, *The Epistle to the Romans*, *The Bhagavad Gita*, *Zen Stories*, *The Song of Songs*, *The Letters of John* and other classical sources as well as some later writings.

370-915-72 Religion and Civilization

This course enquires into the role religions have played in the shaping of Western civilization. Particular attention is given to the relationships between Christianity and the fine arts, architecture, and human settlements, including the discovery and settlement of the New World.

370-916-72 Religion in the Twentieth Century: Beliefs and Practices

This course surveys contemporary religious beliefs and practices in North America. The survey will include studies of television evangelists, spiritualists, witches, satanists and other occultists, and followers of "new religions" as well as more traditional systems. The course will discuss in detail the relationship between such beliefs and practices and North American culture and society.

370-917-69 Psychology of Religion

This course will study the religious attitude as co-constitutive of religious reality. It will offer descriptions of humility, love, wide-awakeness etc. as modes of being in the world.

370-965-77 The Concept of Person: Religion, Death and Immortality

Most world religions offer the prospect of survival after death and this prospect ranges in scope from belief in personal immortality to belief in reincarnation. Associated with some forms of Hinduism and mysticism is the belief that the person/self is absorbed in the Godhead. Most commonly, this belief is expressed by monism in which all traces of individualism is lost or dissolved into the unity of Being. The purpose of the course is not to attempt to prove the truth of any particular point of view. Rather, it is intended to show how these various beliefs affect our concept of self as connected with religion.

370-969-77 Religion and Morals

This course explores aspects of the relationship between religion and morals.

370-973-77 Religion and Sexuality

Sexuality is not only a fact of life, it is also a major religious theme. In many religious traditions, sexuality is a key concept through which men understand their relationship with the Divine. This course will study the attitudes of Hinduism and Islam to sex, love, marriage, pregnancy, contraception, abortion, child birth and divorce and compare these attitudes to Western ones.

370-975-77 Mysticism and Meditation

This course will investigate several kinds of meditational practices and examine the relationship between the practice of meditation and "mystical" experiences in various religious traditions. It will also investigate the claims made by some of the better known meditational schools such as Transcendental Meditation.

370-977-77 Religion and Mystery

A sense of mystery towards Creation is fundamental to religion. The purpose of this course is to explore the relationship between religion and mystery and to show how through reflection on his own experience man may be brought to consent to God, as the transcendent ground of everything that is.

370-979-77 Religion and Anti-Religion in our Time

In this course various and conflicting interpretations of religion will be examined and discussed. The course is less concerned with finding final answers than it is with exploring different attitudes toward religion. Some of the points of view which will be examined include those of Marx, Dostoyevsky, Nietzsche, Tolstoy, Sartre, Bultmann and Tillich.

SOCIAL SCIENCES

The social sciences encompass a variety of academic disciplines each of which contributes to our systematic awareness or scientific understanding of man — his experience of self, and his relationship to his social and physical environment. Each discipline attempts to focus on a particular aspect of man and his environment in the anticipation that this specialization will encourage a deeper understanding of man and his condition, and that the sum total of the contributions of the separate disciplines will result in a more comprehensive body of knowledge about man. However, because each discipline is essentially concerned with man and his social environment, the boundaries between the disciplines cannot always be sharply drawn. Bearing this in mind, we can broadly say that the study of history enhances our understanding of man by giving us an awareness of our past and adding a time dimension to our study; psychology primarily focuses on the individual — the human mind, the individual's experience of self and environment, as well as the social and biological components of behaviour; sociology is essentially concerned with the study of society, the kind of social environment that man has created, and focuses on man's institutions and broad social patterns of behaviour as well as on the processes of social stability and social change; economics centres its study on the acquisition and distribution of scarce goods and resources, on the principles and values underlying the societal organization of acquisition and distribution, and their consequence for society and man's relationship to his physical environment; and political science attempts to give us an understanding of conflict and power in human society, the mechanisms through which conflict is handled and decisions made on the societal level, as well as the values, power and authority relationships underlying the human community.

Recognizing the need for specialization, but also aware of the consequent fragmentation of knowledge about man, as well as the possible distortion of understanding that may occur if students are not exposed to a wide range of social science disciplines, the LaFontaine campus has attempted to deal with this problem by combining all the social science disciplines into one grouping or department with the aim of developing a comprehensive social science programme. The aim of the social science programme is to:

- 1) encourage students to take a broad range of social science courses following a sequential pattern;
- 2) actively encourage students to attempt an integration of the knowledge provided by the various disciplines.

Although many of the courses offered are of an introductory nature and attempt to be general in scope, second level courses are offered and course experimentation is encouraged to take into account students' needs and teachers' academic interests. In light of this, we are presently offering double credit courses that combine disciplines, special interest seminars,

cross-grouping seminars, as well as individual tutorials. Students are encouraged and expected to participate in the planning of the social science curriculum.

The overall aim of the social science programme is not only to prepare students for the university, or a professional career, but to start individuals on a quest for knowledge that will enrich their lives. The ultimate aim is to make us aware that we are responsible for our lives and our fellow man; and that historical and social processes that may seem beyond our control are in fact a product of our action or lack of action.

The following is a more detailed explanation of the scope of each discipline as well as a listing of courses offered in each discipline.

ECONOMICS

Economics is the study of human behaviour that deals with the acquisition and distribution of the means of life. As one of the social sciences, it attempts to explain human behaviour as the product of social and historical processes; and more specifically, it offers a body of theory which attempts to explain the behaviour associated with the acquisition and distribution of the means of life. To offer an adequate comprehension of this process, it must of necessity concern itself with power, social class, knowledge, technology, culture etc., since man is never exclusively an economic animal, but is at one and the same time both an economic, political, social and cultural actor.

Economics courses at Parc LaFontaine fall into two broad groups. The first group (which assumes no prior knowledge of the subject matter) consists of Introduction to Economics, Urban Economics and the Economy of Quebec. All other economics courses require familiarity with the key concepts dealt with in the introductory courses.

The second level courses focus on more specific problems and build on the concepts and theories developed in the introductory courses. These courses deal with International Trade (the reasons countries trade, the multi-national corporation, foreign investment); Economic Development (the factors leading to development, the relationship between rich and poor countries, the causes of underdevelopment); the Causes of Economic Regionalization (the problems associated with urbanization)

INTRODUCTION TO ECONOMICS (383-915-71) IS A PREREQUISITE FOR ALL ECONOMICS COURSES EXCEPT URBAN ECONOMICS (383-932-72) AND ECONOMY OF QUEBEC (383-935-74).

383-915-71 Introduction to Economics

Staff

This course uses a text prepared by staff members designed for CEGEP students. The course introduces students to the dynamics of economic change, e.g. the development of capitalism out of feudalism, and to the workings of one particular economic system, capitalism, which dominates the modern world. After developing an understanding of the roots and dynamics of capitalism, the course will proceed to examine some particular contemporary problems. Depending on the interests of students, these problems will include such subjects as: Inflation and depression; business cycles; multinational corporations and the role of the government in the economy.

383-920-71 Macro Economics

Staff

Economics deals with people and the problems they face in supporting themselves and organizing their work. Macro economics is concerned with the problems of the national economy, in particular the dual problems of inflation and recession, and the policies which are available for their solution. Such social problems as poverty, the environment, unemployment and regional disparities all involve the mobilization, creation and distribution of resources on a national scale and hence involve fundamental macro economic issues.

383-921-71 Micro Economics

Staff

The aim of this course is to examine the different theories that explain how companies act within a modern capitalist economy and how income and power are distributed in such an economy. Special attention will be given to how these theories explain price setting in different

competitive situations. These explanations will be compared to actual company behaviour and to the existing pattern of income distribution. Other topics which may be examined include: the situation of the worker in the workplace; his relationship to his employer; and the trade union movement and the role of government.

383-924-71 International Trade

Aleksander Frajberg

As a basic introduction to international economy, this course will focus on two clearly demarcated areas: international trade theory and the institutional setting of the international economy. The first part of the course will critically look at several theories of international trade (free trade, protectionist and radical); each theory's basic assumptions about human, firm and national behaviour; and the policies resulting from each theory. The second part will look at the international economy from an historic, socio-economic and political perspective. Here we shall examine areas such as a) the international causes of economic backwardness; b) the mystique of gold in the international economy; c) the reasons for rapid inflation under capitalism; d) the causes of periodic breakdowns of international monetary systems.

383-931-71 Problems of Underdevelopment

Bruce Smith

This course is designed for students who have had at least one economics course, preferably Macro Economics, and wish to continue to a more advanced level. We shall look at the reasons some countries have developed economically while others lag far behind. The course will consist of two parts: we shall first look at a general theoretical frame work required to understand economic development; and secondly, we shall analyze specific countries with respect to their path of development or non-development. A central focus in both of these parts will be an examination of the relationship between advanced and underdeveloped countries. We shall focus on Japan, China, Tanzania and Cuba.

383-932-72 Regional Economics: Urban Economics

Aleksander Frajberg

This course will attempt to examine some of the pressing problems of urbanization, such as inner city slums, environmental pollution, alternative transportation systems and the destruction of residential neighbourhoods. The approach to urban economics will be three-fold: a) a history of ancient and modern cities; b) urban economic theory and the so-called "conservative, liberal, and radical" approaches to it; c) special emphasis on case studies of existing urban conflicts.

383-935-74 Economy of Quebec

Fred Jones

Peter Deslauriers

This course will start with a brief historical introduction to the Quebec economy and then move on to study Quebec's current economic structure: its major economic institutions, the role of foreign investment, the pattern of economic growth, the structural nature of unemployment and the role of the Quebec government.

HISTORY/CLASSICS

History "... is a narrative told of ourselves, the record of a life which is our own, of efforts not yet abandoned to repose, of problems that still entangle the feet and vex the hearts of men ... Its study fulfills its purpose even if it only makes us wiser, without producing books, and gives us the gift of historical thinking, which is better than historical learning ... For our purpose, the main thing is not the art of accumulating material, but the sublimer art of investigating it, of discerning truth from falsehoods and certainly from doubt. It is by solidarity of criticism ... that the study of history strengthens, and straightens, and extends the mind."

Lord Acton, *Inaugural lecture on the study of history*. Cambridge, June 1895.

The history courses offered cover medieval and modern European and North American history.

330-911-69 History of the Western World 16th, 17th and 18th Century

Janice Harvey

The purpose of this course will be to examine the major trends and developments in European history from the beginning of the sixteenth century to 1815. The topics dealt with will

include the Reformation and Counter-Reformation; the rise and consolidation of nation-states, contrasting patterns of English and continental social and economic developments, the growth and consolidation of capitalism within individual countries and as a world system, the causes of the French Revolution and its importance in European history.

330-912-69 The Western World 1815-1914

Aaron Krishtalka

This course consists of a survey of the history of Europe and the Americas during the nineteenth Century, including consideration of the political relations between the Powers, the salient economic, social and technological changes and the public ideas that shaped the course of the century.

330-913-69 Europe 1914-1945

Aaron Krishtalka

This course will survey European history and the changing position of Europe in the world between 1914 and 1945. Special attention will be given to the impact of World War I; the rise of political ideologies in Europe, their nature and influence on international affairs; to the economic and social consequences of the great depression and the atmosphere of the 1930's; to the politics of appeasement in Europe; the shape of World War II and its outcome.

330-920-75 Economic and Social History of Canada to 1867

Janice Harvey

This course is a study of Canada from the conquest to Confederation. We shall study the general trend of economic and political development and the effects on the population as well as more specific topics including the St. Lawrence system, land development and ownership, railways and canals, the Rebellion of 1837 etc. Also themes such as Canada-U.S., French-English, merchant-population will be discussed.

**330-925-75 Economic and Social History of Canada
from 1867 to Present**

Gary Evans

The historical evolution of Canada's economic system was, in one historian's words, "from colony to nation to colony". Studies will concentrate on major economic themes, including 'staple' economics, continentalism and finally the "Rape me, I'll help you" policy of contemporary governments. Thus, there is a direct link between economic development and often accepted claims that socially, there is no Canadian identity. Canadian society developed from many nationalities, though economic/social elites were always making the long range decisions. The course will include a thorough study of Canada's self-hate and lifelong love affair with the colossus to the south.

330-941-75 History of New France

Peter Deslauriers

This course will deal with the economic, social and political development of New France from its origin to the immediate post-Conquest period. Emphasis will be placed on understanding the role of New France within the French empire and the corresponding features to which this role gave rise. Topics will include the impact on native people, the fur trade, the seigneurial system, the class nature of New France, economic development and the causes and implications of the Conquest.

POLITICAL SCIENCE

Political Science courses at Parc LaFontaine are designed to introduce students to the basic approaches to the study of politics. The goal is to provide a theoretical and conceptual framework which will help students understand the origins of contemporary political institutions and the nature of fundamental political problems.

These problems include the meaning of democracy; the relationship between the individual and the state; political apathy and political participation; the relationship between government and business, and other powerful groups; the nature of power and authority; rule by an elite and the existence of social classes in society; causes and forms of political conflict; way of mediating conflict; and the nature of government decisions in mediating conflict.

It is hoped that such a framework will help students develop a critical perspective regarding political and social questions in our society and develop alternate ideas and approaches to these questions. Finally, students will be encouraged to consider political questions with respect to other societies and with respect to the international system as a whole.

INTRODUCTION TO POLITICS (385-949-71) IS RECOMMENDED AS A PREREQUISITE TO ALL POLITICAL SCIENCE COURSES EXCEPT INTERNATIONAL RELATIONS (385-951-74)

385-940-71 Introduction to Politics

Staff

The purpose of this course is to introduce students to basic political concepts (such as the state, power, authority, legitimacy, social classes, ideology, and the nation) within the theoretical context of a comparative and historical analysis of the meaning of democracy. Students will be encouraged to apply theoretical knowledge to practical political problems in Quebec and Canada.

385-941-71 Comparative Politics

Valerie Chaykowsky

The course aims to introduce students to an analysis of political systems in selected Western and non-Western societies in order to give the students a comparative basis on which to understand and evaluate the organization and uses of political power in society. Attention will be paid to: 1) the total social context in which political action takes place (level of economic development, levels of literacy, class structures, types of political culture and ideology, concepts of legitimate authority); 2) analysis of the role of the individual, political groups, political elites and political parties, political participation or lack of participation (particular focus will be placed on the kinds of opposition that are permitted); 3) the organization of government or machinery for making decisions binding on society, and the kinds of decisions that are made.

385-942-73 Federal-Provincial Relations

Valerie Chaykowsky

The study of federal-provincial relations is in reality the study of the workings of Canadian federalism. This course is designed to permit students to gain an appreciation of the uniqueness of the federal form of government as it applies to Canada. Following a brief examination of federalism as a political concept we shall undertake a study and analysis of Quebec-Ottawa relations, particularly since 1960, with a view to determining the practical implications of federalism for contemporary Canadians. Readings will be supplemented with case studies of several important issues.

385-943-73 Quebec Politics

Valerie Chaykowsky

The purpose of this course will be to analyze the political process in Quebec taking into account that this takes place within a larger Canadian federal-political structure. Some of the topics covered will be: the nature of the Canadian federal system; the changing character of Quebec nationalism and its impact on the Canadian political process; pre-1960 "traditional Quebec", and the Quiet Revolution; the rise of a new technocratic middle class, the Quebec labour movement, and the rise of the Quebec independence movement.

385-944-71 Modern Political Ideas

Paul Duchow

This second level course will examine the nature and scope of political thought from the middle of the nineteenth century to the present time. In the first part of the course we shall look at a number of individual thinkers and see how each changed or modified a given school of thought. In the latter half of the course we shall be concerned with the development in the thought of Karl Marx as well as the contributions made to political philosophy by those who call themselves Marxists.

385-946-76 Third World Politics

Myron Galan

The objective of this course will be to investigate the response of selected, representative Asian and African countries to the problems of political and economic development. We shall begin by analysing the traditional nature of these societies, the impact of European imperialism on them, the nature of the anti-imperialist, national liberation struggles and finally the nature of the emerging political and social forms of these societies. Problems of development will also be considered in the context of the current effort to divide up the world on the part of the world's super-powers, the U.S.A. and the U.S.S.R. Students will be required to submit a research paper concentrating on one of the following Third World countries: Vietnam, Cambodia, Philippines, Thailand, Korea, Algeria, Tanzania, Zimbabwe, Namibia and Angola.

385-951-77 International Relations

Jan Jorgensen

This course introduces students to the study of international relations, first by looking at Canada's foreign policy and second by exploring the background to current conflicts such as the Middle East, Northern Ireland, Angola, Rhodesia, and the hostility between rich and poor nations and between the Soviet Union and China.

PSYCHOLOGY

Most of us want to know why people do what they do. We feel that we might be a little happier if we understood the causes of our own behavior; we feel that we might be more successful in dealing with others if we knew more about their behavior.

Anyone who has ever enjoyed observing people is something of a psychologist. We all have our own ideas about why people do things based on the observations we have made. You may be surprised to discover, however, that although many of your observations and conclusions are correct, some of them do not stand up under further analysis. This results from the fact that our observations tend to be neither reliable nor systematic.

It is the task of psychology courses at Parc LaFontaine to provide a framework within which you can make a beginning toward accurately understanding your behavior and that of others. To this end the psychology discipline offers courses covering a wide variety of human behavior including personality, social, abnormal, developmental, sexual, interaction and communication, and a General Psychology course which introduces students to the whole field of psychology.

ALL STUDENTS MUST SUCCESSFULLY COMPLETE PSYCHOLOGY 350-102 BEFORE CONTINUING THEIR STUDIES IN THIS DISCIPLINE.

Related Subjects:

The following courses may provide students with additional background: Sociology, Anthropology, Biology, French, Economics, Political Science, Philosophy, Chemistry, Physics and Mathematics.

Specialization in Psychology at the University Level:

For students who began collegial studies in or after September, 1976, the suggested requirements for admission to university psychology programmes are:

Psychology 350-102*

Biology 101-921 or Biology 101-301 and 101-401**

Mathematics 201-337 or Mathematics 201-103 and 201-307**

*Dawson psychology students are *strongly advised* to take Psychology 350-101 and 350-201 as well since, at Dawson, Psychology 350-102 is taught as a general interest course while 350-101 and 350-201 are intended to prepare students for university psychology courses.

**Please note that where a choice of prerequisites seems to be offered, students should consult a member of the Psychology Department or an Academic Advisor for specific details. In these cases, universities have the right to insist on one or the other of the choices, and this varies from one university to the other.

There are sections of Biology 101-921 and Mathematics 201-337 specially geared to the needs of psychology students. Students can obtain information about these from the Biology and Mathematics Departments or the Psychology Department.

Students planning to specialize in psychology in science must also fulfill the admission requirements of science faculties.

For students who began collegial studies before September, 1976, the courses generally recommended for university entrance are:

Psychology 350-101 and 350-201

One Statistics course (usually Mathematics 201-337 or 201-117)

One Biology course (usually Biology 101-921 or 101-301)

350-102-71 General Psychology

Staff

This course presents a brief introduction to the scientific study of behaviour. It emphasizes the use of the experimental method in psychology. The class will discuss basic findings of human and animal experiments in such areas as learning, perception, motivation, emotion, thinking, and social behaviour.

350-101-69 The Scientific Foundations of Psychology: Part I

F/Peter Dietsche

This course is for students who have already taken Introductory Psychology — Human Behaviour, or General Psychology, and who wish to take further psychology courses at University level. Part II will be offered in the second term. The course commences with a historical introduction to scientific psychology and its relation to the non-scientific theories of

man in philosophy, religion, art and common sense. It then proceeds to the three central topics of Perception, Motivation and Emotion, and The Experimental Method. Psychophysical and physiological approaches to perception will be examined, as well as perceptual learning and the role of perception in interpersonal behaviour. The section on Motivation and Emotions will deal with the problem of defining and classifying motives and emotional states, their physiological bases, and the ways in which they control and organize behaviour. The final section on the experimental method will introduce the students to some basic research techniques in psychology and familiarize them with the concepts of variable, score, scale, distribution, probability and statistical significance.

350-201-73 The Scientific Foundations of Psychology: Part II W/Phyllis Mate

The second term of Scientific Psychology deals more with applied areas of psychology research. Whereas the first term was exclusively experimental and dealt with various psychological processes such as perception and learning, the second half will be more clinical in orientation. Areas that will be covered include: intelligence, personality, social psychology and abnormal behaviour.

350-205-77 Developmental Psychology I F/W Staff

Although one may not agree with Freud's conception that adult problems have their roots in childhood conflicts, most psychologists would agree that the child is the father of the man. This course will outline the development of the child and how he is influenced by heredity, environment, family, school and social experiences. Emphasis will be placed on the changes that occur in both physical and psychological attributes during childhood. Discussions will also focus on basic concepts and theories related to child development.

350-213-71 Abnormal Psychology F/W Susan Herschorn

This course attempts to arrive at a definition and description of abnormal behaviour. It includes an exposition as to the various theories concerning the origins of psychopathology as well as how the various orientations attempt to deal with such maladaptive behaviour. Included are the neuroses, psychoses, personality disorders.

350-215-71 Social Psychology and Human Relations F/W Jack Rains

This course is an attempt to give a disciplined description of the world as it presents itself to an experiencing being. We wish to understand the nature of social reality and how we come to share it with our fellow human beings. We shall study perspectivity and standpoint as they involve themselves in the question of what we take to be real and how we come to share perceptual meanings with others. During the course, we shall study the traditional phenomena of psychology such as perceiving, remembering, imagining, etc. Our attempt, however, will be to examine these phenomena as they are lived by the human subject in the course of his day-to-day dealings with the world. A sub-theme of the course is madness and the constitution of particular private realities.

350-305-77 Developmental Psychology II W/ Peter Dietsche

This course completes a natural sequence with 350-205. It examines changes in physical and psychological functioning between adolescence and old age. Topics will include identity formation, cognitive development and physical and sexual maturation. The class will consider these topics from the perspective of the adolescent, the adult, the middle-aged individual and those approaching death.

350-901-77 The Psychology of Personality F/W Soja Cowen

The main objective of this course is to introduce students to the concept of "personality", especially in the context of personal growth and understanding one's self and others. Students will be introduced to various ideas, techniques, and research which have attempted to explore and explain "personality". The selected literature will include both classic and contemporary authors. Students will be encouraged to relate these concepts directly to their own lives and subjective experiences. A wide variety of readings will be recommended to enhance students' comprehension and insight of the subject matter.

350-903-77 Social Psychology F/W Patrick Bolland

Social psychologists examine how individuals influence each other and how the groups we belong to mold our behavior.

The first part of the course will describe the general area of social psychology and the methods psychologists use to try to explain individual behavior in the social contexts within which it occurs.

The second part will look into a number of social issues which social psychologists have examined: aggressive behavior, racism and prejudice, the 'psychology of poverty', attitudes towards 'mental illness', sex-role acquisition, and language attitudes.

350-906-77 Interpersonal Interaction in Business

Staff

This course examines how people relate to each other in the business world and the variables which influence the quality of these interactions. Group interaction and factors which govern this interaction such as social reinforcement, imitation, cooperation and competition will be discussed. Topics will include person perception, communication and role playing.

350-914-77 Human Relations

Staff

This course will study interpersonal behavior and communication in small groups. Various methods of examining human social interaction will be studied and applied during the course. Topics include person perception, verbal and non-verbal communication, personality and small-group dynamics.

350-930-75 The Psychology of Sexual Behavior

W/ Peter Dietsche

This course will present the basic facts pertaining to the development of sex and sexuality. The views on how sex is determined and how the sexuality of an individual develops will be summarized along with an explanation of the various types of sexual activities including both "normal" and variant behavior. The sexual act, the responses of the male and the female, methods of contraception, abortion, venereal disease and other related topics will be covered.

SOCIOLOGY

Everyone is by necessity a sociologist; all of us have by necessity developed ways whereby we try to understand the social universe so that we may be able to find ways of making it a more satisfactory situation in which to live. We all develop theories and generalizations that help us think about appropriate strategies to maintain or transform social reality. Yet we are each limited by the terms with which we perceive that social reality. Sociology at its best is an attempt to broaden and deepen those terms, to provide us with an adequate body of conceptualization in order to deal more effectively with the social world. Sociology does this by studying and explaining human behaviour in terms of how an individual's behaviour is conditioned by membership in different social groups. The character of the group varies. It may be a primary group like the family, an ethnic group or a social class. In this way, sociology tries to make clear how historical situations (a specific class structure and economic system) affect the individual. It points out the inter-dependence of the individual and the group, and the implications that the social structure has for the creation of a person's identity and life chances.

INTRODUCTORY SOCIOLOGY I IS A PREREQUISITE FOR ALL OTHER SOCIOLOGY COURSES EXCEPT SOCIOLOGIE DE LA SOCIÉTÉ QUÉBÉCOISE (387-964-71) AND SOCIOLOGIE DE LA SEXUALITÉ (387-978-71).

387-960-71 Introductory Sociology I

Staff

This course will examine the historical origins of sociology, the main intellectual traditions in sociology, major concepts and their application to Canadian and Quebec Society. The aim is to provide an introduction to sociology which will give students an understanding of the questions sociology asks and the tools to begin to formulate such questions.

387-961-71 Social Change

Staff

In this course students will learn how to understand society. It develops a method for understanding society based upon an analysis of how a given society organizes itself to survive. This method will permit us to explore some of the factors involved in the historical transformation of societies (for example, how capitalist society arises from the dissolving feudal order) and it will show how essential it is to understand societies as processes undergoing

perpetual change. Tribal, feudal and capitalist societies will be examined and analyzed in terms of the degree of control each respective population exerts over its own survival. This will necessarily involve an understanding of class and class struggle, and what is meant by social revolution. Examples of revolutionary change will be explored, along with an examination of the transformations taking place in Quebec. Throughout the course, links will be made to personal experience and the relationship of the individual to society.

387-964-75 Sociologie de la Société Québécoise

Richard Leclercq

Ce cours essayera de montrer comment les Canadiens-français se sont situés, ont vécu, et ont évolué au Canada depuis les origines à nos jours. Il s'agira de regarder et d'étudier les Québécois et les institutions sociales qu'ils se sont données. Comment depuis la colonie ils sont passés par différentes étapes. De la communauté familiale qu'ils étaient au départ jusqu'à l'avènement d'un gouvernement autonome aujourd'hui en parlant de la famille, de la paroisse de l'Eglise, de l'éducation pour aboutir à la révolution tranquille des années 60. Puis nous parlerons de l'homme et de la femme du Québec à travers la littérature, le cinéma, la peinture, le théâtre et la chanson, lesquels montrent le Québec contemporain en pleine possession de ses moyens, et bien enraciné en Amérique.

387-970-71 Sociology of the Family

David Muhlstokk

Everyone is interested in "the family" because in our society some of the most intense personal experiences are family ones. What is important is to take this interest and involve it in a study that will go beneath the everyday conventions to see the real nature and role of the family in present society. This will involve us in some anthropology — to examine personal and family experience in other cultures; some history — to see how the western family evolved in relation to its social context; and some politics — to observe the power relations that exist inside the family — most importantly the oppression of women and children. The socialization and politics of sexuality, love, and personal identity will also be explored.

387-971-71 Sociology of Labour

Lucie Lambert

Man produces his livelihood through labour. It is through this same activity that he enters into relations with other people. The purpose of this course is to familiarize students with the main topics in the sociology of labour.

The course will deal mainly with the working conditions of people, the history of the labour movement and the role of unions. We shall also consider the question of women's work, and the role of immigrant workers in the Quebec and Canadian labour force.

387-974-71 Urban Sociology

Fay Rogers

This course will examine urban society from the point of view of problems found there, particularly the problem of crime. Questions to be dealt with include: What is the meaning of crime? Why are certain forms of behavior defined as criminal? Who are the criminals and who does the defining? Is crime inherent in the nature of urban society? Through an examination of this aspect of urban life and its relationship to the existence of poverty and the class structure, we shall elucidate these characteristics of urban life, and the nature of law and punishment in a society.

387-976-71 Sociology of Education

Michael Del Balso

Bill Moss

This course will focus primarily on the study of education as a social process. It will examine the emphasis placed on education as an agent of social change. With this in mind we shall analyze the functions ascribed to education, the ways in which various segments of society seek to utilize education, and the actors participating in the process.

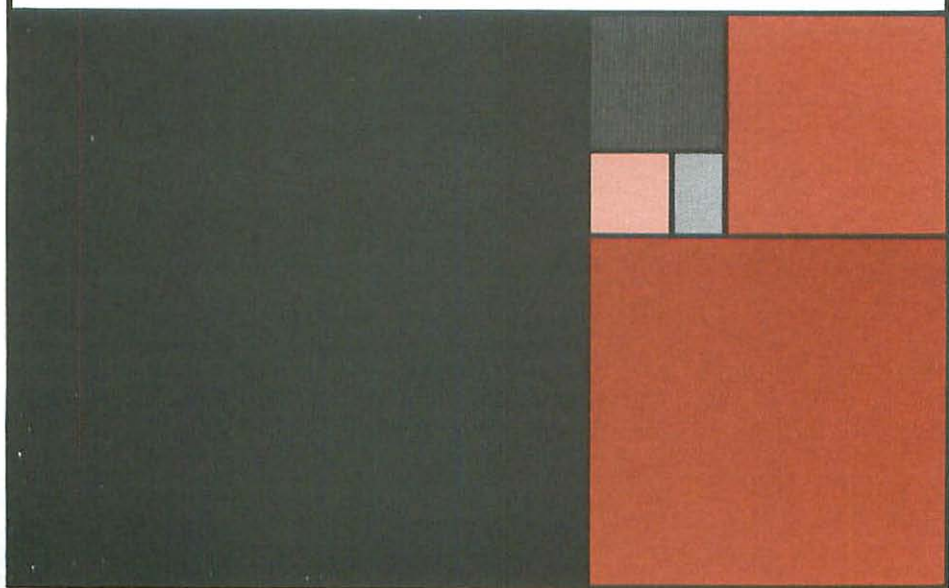
387-978-71 Sociologie de la Sexualité

Richard Leclercq

Dans ce cours, j'aimerais amener l'étudiant à relativiser ses attitudes face aux comportements sexuels en lui présentant des expériences sexuelles collectives primitives et étrangères, et ensuite amorcer une discussion sur le comportement et les habitudes sexuels de notre société. Il s'agit en fait de sensibiliser l'étudiant à l'interdépendance et à la non-coïncidence du biologique et des réalités sociales et culturelles.

arts sector

Selby-Viger Campus



ARTS FACULTY: SELBY/VIGER

ABBAS, Nasrim <i>Economics</i>	BROOKS, Robert <i>Humanities/Anthropology</i>	EDEL, Harry <i>Modern Languages</i>
ABRAMSON, Henry <i>Communications/Cinema</i>	BROWN, Kay <i>Visual Arts</i>	EGERSZEGI, Eva <i>Visual Arts</i>
ACKERMAN, Max <i>Communications/Cinema</i>	BROWNE, Marie <i>English</i>	EIFERT, Grethe <i>Psychology</i>
ADAMSON, Judith <i>English</i>	BUCKMAN, Jacqueline <i>English</i>	ELIA, Maurice <i>French</i>
ADLER, Lillian <i>Psychology</i>	BURNS, James <i>English/Humanities</i>	ELIZOV, Henriette <i>French</i>
AHMAD, Aftab Uddin <i>Humanities</i>	BUSCH, Leslie <i>Visual Arts</i>	EZZY, Tom <i>English</i>
ALIOFF, Maurie <i>English</i>	CAMPBELL, Gary <i>English</i>	FADIN, Max <i>French</i>
ASFOUR, John <i>English</i>	CARTER, Herman <i>Humanities</i>	FAGAN, Augustus <i>Humanities</i>
ASHER, Jeffrey <i>Humanities</i>	CHARNEY, Sylvia <i>Humanities</i>	FAIGELMAN, Steven <i>English</i>
AVARMAA, Ovid <i>Music</i>	CHARON, Linda <i>Psychology</i>	FASANO, Vincent <i>Anthropology</i>
BACAL, Molly <i>Humanities</i>	CHICHEKIAN, Garabet <i>Geography</i>	FELDMAR, Kay <i>Visual Arts</i>
BAIN, Freda <i>Visual Arts</i>	CHOW, Sue-Lin <i>Modern Languages</i>	FICHTEN, Cathy <i>Psychology</i>
BALINCE, Jacques <i>French</i>	CHU, Alice <i>Visual Arts</i>	FIELDING, David <i>Humanities/English</i>
BALK, Roger <i>Religion</i>	CLEMENCE, Gary <i>Psychology</i>	FINKELSTEIN, Richard <i>Psychology</i>
BANDER, Elaine <i>English</i>	COHEN, Jacqueline <i>Psychology</i>	FORTIN, Pierre <i>French</i>
BARGELLETTI, Donatella <i>Modern Languages</i>	COOK, Norman <i>Sociology</i>	FUNNEKOTTER, Jan <i>Visual Arts</i>
BATES, Catherine <i>Visual Arts</i>	CORBEIL, André <i>Anthropology</i>	GARMAISE, Eudice <i>Humanities</i>
BAUMHOLZ, Sala <i>English</i>	CORBIN, Martin <i>English</i>	GAUTHIER, Colette <i>Visual Arts</i>
BENNETT, Stephen <i>English</i>	CROSSEN, Marie Rose <i>English/Humanities</i>	GIBBS, Elizabeth <i>History/Classics</i>
BERRY, Peter <i>History/Classics</i>	DALFEN, Allan <i>Religion/History</i>	GLEN, Joan <i>Geography</i>
BIMSON, Norman <i>Humanities</i>	DELAVAN, Harriet <i>English</i>	GODFREY, Michael <i>English</i>
BLAKER, Mark <i>Humanities/Anthropology</i>	DEVINE, Arlene <i>French</i>	GOLD, Lynn <i>English</i>
BOLLAND, Patrick <i>Psychology</i>	DEWOLFE, May <i>English/Humanities</i>	GOODZ, Naomi <i>Psychology</i>
BONESS, Tamara <i>Humanities</i>	DHIR, Usha <i>Visual Arts</i>	GOTTLIEB, Erika <i>Humanities</i>
BOTROS, Sobhi Mina <i>English</i>	DUER, Harriet <i>English</i>	GREEN, Gordon <i>English/Humanities</i>
BOUGANIM, Robert <i>French</i>	DURANCEAU, Lucie <i>Visual Arts</i>	GREENBERG, Barbara <i>English</i>
BOULLE, Mary <i>English</i>	DUTIN, Colette <i>French</i>	GREY, David <i>English</i>
BOZYK, Sanka <i>Modern Languages</i>	DUTKEWYCH, Andrew <i>Visual Arts</i>	GREY, Mara <i>English</i>

GULIZIA, Sebastian
Modern Languages

HABERL, Franz
Modern Languages

HAINES, Howard
English

HANNA, Helen
English

HANIGSBERG, William
Sociology

HARDING, Douglas
Humanities/Communications

HARRIS, Michael
English

HARRISON, Keith
English

HENDRICKS, Norman
Religion/Humanities

HENDRICKSON, Cynthia
Drama

HENRY, Bertrand
Drama

HERSHORN, Marvin
Humanities

HEWITSON, Lucille
French

HIDAS, Peter
History/Classics

HIGGINS, Benjamin
Sociology

HIMES, Mel
Political Science

HOCH, Paul
Humanities

HOFFMAN, Gerard
Modern Languages

HOFFMAN, Pierre
French

HORNE, Donald
Humanities

HOWARD, Joseph
Visual Arts

HUDSON, Susan
Visual Arts

HUSSAIN, Matlub
Economics

JACOBS, Leon
Sociology/Humanities

JAMES, Elijah
Economics

JARROLD, Louise
Psychology

JONES, Fred
Economics

JORGENSEN, Jan
Political Science

JUZDA, Stewart
Humanities

KAHANE, Bernard
Humanities

KALBA, Zenon
Humanities

KATZ, Jack
Psychology

KEATON, Robert
Political Science

KHAZOOM, Roger
Communications

KHETAN, Prem
Economics

KHOURI, Nadia
Humanities

KLEIN, Stanley
Humanities/Anthropology

KLEIN, Yvonne
English

KLINGER, Andre
Psychology

KNIGHT, Victor
Drama

KOVALSKI, Voyo
Economics

LABELLE, Paul
Communications

LAL, Surindar
Humanities

LAMB, Sylvia
Sociology

LANDS, Susan
English

LATORRE, Ronald
Psychology

LENKHORN, Daphna
Humanities

LERNER, Ivan
Political Science

LEVINE, Ann
Humanities

LEVY, Chantal
Visual Arts

LEVY, Sandra
Visual Arts

LIQUORNIK, Beatrice
English

LIRANGE, William
Humanities

LUCAS, John Thomas
English

LUTZY, Joseph
Humanities/Religion

MARTIQUET, Helen
Humanities

MASON, William
Humanities

MELAMED, Elaine
Humanities

MENDELSON, Judith
English

MENNASEMAY, Maimire
Humanities

MILKMAN, Kenneth
Humanities

MIRZA, Izhar
Economics

MITCHELL, David
Humanities

MITCHELL, John
Humanities

MONAGHAN, Richard
English

MOORE, Constance
Humanities

MOSCOVITCH, Alan
Psychology

MULHALL, David
History/Classics

McCALL, Khadeja
Humanities

McKENZIE, Susanne
Psychology

NACHFOLGER, Stanley
Humanities

NELSON, Hugh
English

NELSON, Sally
English

NEMIROFF, Stanley
Humanities

O'FLYNN, John
History/Classics

PACKER, Miriam
English

PARKOVNICK, Sam
Psychology

PARRY, Nitza
Modern Languages/Humanities

PEFFER, Gordon
English

PHILIPPOUSSIS, John
Humanities

PICARD, Madeleine
French

PIHL, Joyce
Visual Arts

PIPER, Thomas
English

POTEET, Susan
English

PRESTON, Beverley

English

PRICE, David

English

PUTT, Laurel

Visual Arts

RASHID, Muhammad

Humanities

REED, Carole

English

REGUSH, Nicholas

Humanities

RENAUD-BONDER, Viviane

Sociology

RHEAUME, Danielle

French

RIDDLE, Douglas

English

ROACH, Gerald

Visual Arts

ROBB, Kenneth

Visual Arts

ROSENBERG, Michael

Sociology

ROSENZVEIG, Fred

Humanities

ROSS, Alan

Psychology

RYERSON, Peter

English

SABOURDY, Guy

French

SACHS, Pamela

English

SAFDIE, Gabriel

English

SAWCHUCK, Peter

Sociology

SCHNEIDERMAN, Perry

Drama

SCHWARZ, Anthony

Political Science

SEIGNER, Edward

Music

SIENICKI, Stefan

Visual Arts

SILVER, Vivianne

French

SINCLAIR, Peter

Sociology/Humanities

SKAPERDAS, Theodore

Political Science

SLATER, Charles

Psychology

SLUTSKY, Samuel

Humanities

SMITH, Raymond

English

SONAC, Aida

French

SOTIR, Elizabeth

Visual Arts

SPENCER, John

Humanities

SPERLING, Glay

Communications/Humanities

SREBRNIK, Henry

Political Science

STROEBEL, Genevieve

French

SUNERTON, Elizabeth

Psychology

SZAMOSI, Michael

English

TAYLOR, Edward

Sociology

THERIAULT, Sylvie

French

TUROWETZ, Allan

Sociology

TYRRELL, Myles

Visual Arts

VALLEAU, Alan

English

WAGSCHAL, Harry

Sociology/Humanities

WEINSTEIN, Ann

English

WELCH, Cecil

Psychology

WENG, Waltrude

Humanities

WESTLEY, Margaret

Sociology

WORENKLEIN, Abe

Psychology

ARTS PROGRAMME

SELBY/VIGER CAMPUS

The Selby/Viger arts sector offers pre-university programmes in the Social Sciences, Languages and Literature, and the Creative Arts. Successful completion of a pre-university arts programme is required to gain admission to university arts faculties.

Most disciplines are offered at Selby and/or Richelieu, as well as at Viger. These disciplines include Anthropology, Economics, English, French, Geography, History, Humanities, Modern Languages, Philosophy, Political Science, Psychology, Religion and Sociology. Communications/Cinema and most Fine Arts service courses are offered at Viger. Drama is offered at the Dome Theatre near Selby and Music is offered at Richelieu. Special interdisciplinary programmes designed to integrate related courses around a central theme, such as Reflections, Canadian Studies, and Quebec Studies are also offered.

Students are encouraged to sample a wide range of subjects; they are given an opportunity to explore before specializing so that they may make informed decisions about their academic future.

The Selby/Viger arts sector attempts not only to impart to students knowledge of specific disciplines, but also to teach students to think logically, to read with understanding, and to write clearly.

The individual needs of students are emphasized. Professional academic advisers,

counsellors, the staff of the Learning Centre and the Preparatory Arts programme, as well as the teachers themselves, are available to help students with personal and academic problems.

Self expression and participation are actively encouraged not only in the classroom, but also in departmental and arts council meetings and committees. Students are invited to voice their opinions and share in the responsibility of controlling their academic environment.

The Selby/Viger arts sector fully endorses the Dawson College admission policy stating that:

"Admission will be granted to anyone who may be able to benefit from the educational environment offered by the college."

However, it is felt that the acceptance of applicants whose academic preparation may not be complete obliges the sector to recognize and provide for individual needs.

Thus, *unconditional admission* into Arts will be granted to all applicants who satisfy all three of the following criteria:

- 1) motivation, as indicated by the declaration of Arts as first choice of Cegep programme,
- 2) general ability, as witnessed by highschool grades and any other relevant information contained in the applicant's dossier,
- 3) a level of literacy sufficient to cope with a Pre-University Arts programme.

In the case of all other applicants, the decision to admit, unconditionally or conditionally, will be made by the Arts Admissions Committee. An interview may be required for this purpose.

Should a student be granted *conditional admission* into Arts, all of the following conditions will apply:

- 1) the student will be limited to four courses to be taken during the day;
- 2) the student may be asked to consider the Preparatory Arts Programme as an alternative;
- 3) the student's progress will be closely followed by a professional advisor;
- 4) the student's re-admission into year II conditionally or unconditionally will depend on his/her level of achievement during year I.

Special admission on an individual basis may be granted by the Arts Admissions Committee to the following categories of applicants:

- 1) mature students;
- 2) students with unusual qualifications;
- 3) students with particular problems.

SPECIAL PROGRAMMES

INTERDISCIPLINARY PROGRAMMES

CANADIAN STUDIES

PROLOGUE

The need to know and understand ourselves as Quebecers and as Canadians has never been as imperative as it is at this crucial time in history, when the very structures of our institutions in our province and in our country are being questioned and are subject to being transformed for better or for worse.

Yet how many Canadians are truly aware of who they are, where they are in time and space, where they have been, where they are going, what they possess, and what their responsibilities are to themselves and others? Only through a study of our history, literature, art, social and political sciences can we gain the self-knowledge, self-assurance and self-worth we need to take intelligent action in provincial, federal and world affairs.

The Dawson Canadian Studies Programme is designed to provide students with the opportunity to take a number of interdisciplinary courses as they apply to Canada and to give them a comprehensive view of our past and present.

REQUIREMENTS FOR A CANADIAN STUDIES CERTIFICATE

Students must complete eight courses having Canadian content. One of these credits will be given for Dawson French Proficiency. In addition, other courses having Canadian content may be taken in French.

Students applying for a Canadian Studies Certificate will also be in a position to major concurrently in a field of their choice. For instance, a student majoring in a given field such as History, English or Modern Languages could ensure that some of these courses have Canadian content.

Canadian Studies is not simply a programme with a set of related courses. An important part of the programme is extracurricular events. Students are encouraged to plan trips, arrange for guest speakers, attend local theatres, museums, lectures, etc.

COURSES WHICH COUNT TOWARDS THE CANADIAN STUDIES CERTIFICATE

ANTHROPOLOGY: North American Prehistory, Native People in America. **BUSINESS ADMINISTRATION:** Retail Trade I, Retail Trade II, Business Administration, Business Law. **COMMUNICATIONS:** Film and Quebec. **ECONOMICS:** Canadian Economy, Macroeconomics, Microeconomics, The Economy of Quebec, Money and Banking, International Trade. **ENGLISH:** Canadian Poetry, Aspects of Canadian Literature, The Undefended Border, Québécoise Literature in Translation, Canadian Legends, Canadian Journalism, Canadian Female Writers, Contemporary Canadian Literature, Canadian Drama. **FRENCH:** Table Ronde, Entre Nous, Théâtres Québécoises, Chanson Québécoise, La Poésie et Nous, Littérature Québécoise, Le Nationalisme au Canada Français, Le Québec, Littérature Comparée, Cinema. **GEOGRAPHY:** Political Geography, Regional Geography of Quebec, Geography of Canada, Urban Geography. **HISTORY:** An Economic and Social History of Canada to 1850, An Economic and Social History of Canada since 1850, A History of Political and Social Conflicts, A History of Quebec, History of the Native Peoples, Social History of Canada. **HUMANITIES:** Discovery of Canadian Culture and Society, Cultures: East and West, Canada Past and Present, Quebec Evolution or Revolution, Canadian Farming, Folklore in Action, Architecture and Politics, Poverty in Canada, Newspapers: Myth/Reality, Quebec Society and Politics, Canadian Culture and Society, Living With Change. **POLITICAL SCIENCE:** Introduction to Politics, Government of Canada, Canadian Politics, Introduction to International Relations, Introduction to Public Administration, Introduction to Urban Politics. **SOCIAL SERVICE:** Introduction to Social Services, Social Problems, Social Security. **SOCIOLOGY:** Any Sociology course may be taken for a credit provided that the student, with the approval of Canadian Studies and the course instructor, does a term project which deals with an aspect of Canadian life.

Quebec Studies is associated with Canadian Studies for certificate purposes. For more information on Quebec Studies see the Quebec Studies section.

To apply for this programme please contact Susan Poteet or Al Valteau, co-chairpersons. Certificates are given out every spring.

ISRAEL STUDY

Israel is a major centre of worldwide religious, cultural, and political interest. This "study" is designed to give concerned students a valuable first-hand experience of day-to-day life in Israel, and to round out a study of its social and economic structures, its culture and folklore, its philosophy and politics, and its history and archaeology.

The programme is structured as follows:

- A) A summer programme of seven to eight weeks duration beginning in May, 1978, for three credits.

Outline:

Orientation

Travel to Israel

Four weeks of Hebrew classes and work at a kibbutz

Eight days of seminars and field work at archaeological sites in Jerusalem

Travel and studies from north and south

Archaeological and historical studies for credits

- B) A semestrial programme during which time students will study in Israeli universities for six or seven credits. Courses will be conducted in English in the following fields: Humanities, Political Science, History, English Sociology, Geography, and Hebrew.

JEWISH STUDIES PROGRAMME

The Jewish people have played a major role in the development of religious thought, philosophy, languages and literature, and political theory within the past 4,000 years of world history, and thus the situation of Jews through the ages has been interlocked with the entire development of civilization, especially in the western world. The Jewish people have interacted with large, complex and oftentimes enveloping cultures and societies, such as those in Europe, North America and the Middle East.

But the story of the Jews is nonetheless highly differentiated from that of the surrounding societies. It concerns the specific drama of a distinct people with its own religion, languages, socio-economic structure, concepts of culture, and homeland, the State of Israel.

The Jewish Studies programme attempts to make clear the mutual impact and interconnection between Jews and their countries of citizenship, such as Canada, while at the same time conveying — through the Hebrew and Yiddish languages, history, sociology, literature, religion and humanities — that which is unique to Jewish life and thought throughout time and space.

Jewish studies thus encompasses courses in many disciplines and departments. A student who has taken at least six courses with Jewish content is eligible for a Certificate in Jewish Studies. While he/she may choose from a range of Hebrew and Yiddish language courses, at least three of the subjects must be in non-language fields.

Following below is a list of courses that qualify for inclusion in the Jewish Studies programme. As well under specific circumstances, a student may count another course towards credit for a certificate if the major concentration in his course work is related to Jews or Judaism.

Contemporary Jewish History	330-992-74
The Jews in the Ancient Near East	332-992-76
Jews Through the Ages	345-201-72
Jews in the Modern Times	345-301-72
Yiddish Culture	345-201-70
Prophets Old & New	370-913-72
Judaism	370-992-74
The Sociology of the Jewish Community	387-991-74
Saul Bellow's Fiction: A Search for the Definition of Man	603-170-75
Introduction to Middle Eastern Thoughts I	603-103-75
Introduction to Middle Eastern Thoughts II	603-203-75
Canadian Jewish Fiction	603-203-76
Elementary Hebrew 1	611-101-70
Elementary Hebrew 2	611-201-70
Intermediate Hebrew 1	611-301-70
Intermediate Hebrew 2	611-401-70
Hebrew Literature 1	611-954-71
Hebrew Literature 2	611-964-71
Hebrew Literature 3	611-974-71
Elementary Yiddish 1	612-101-74
Elementary Yiddish 2	612-201-74

PREPARATORY ARTS PROGRAMME

The Preparatory Arts programme is designed for students who need to improve their reading, writing and study skills. The programme offers four credits the first term including a double-credit English course, a Humanities course and an Arts option. Students will also be obliged to spend some time at the Learning Centre receiving individual and small group assistance. *Admission information:*

1. Students who are weak in literary skills but wish to continue their studies beyond high school may apply to the programme.
2. Students who apply to other Arts programmes but fail to meet the requirements primarily because of low English grades may be contacted by an academic adviser and asked to consider the Preparatory Arts programme as an alternative. Such students may be asked to take a standardized reading test at Dawson sometime in June before a programme decision is made.
3. Students will be admitted to the programme for *two* terms but may apply in November for permission to take five or six courses during the winter term. The Preparatory Arts Committee will make a decision based on a consideration of how to respond most constructively to the individual's needs.
4. The teachers involved in the programme, an academic adviser, and the Learning Centre will closely follow the progress of all students admitted to the programme and will facilitate their integration into other programmes for the second year.

THIRD WORLD STUDIES

In the 1970's the nations of the so-called "*Third World*" — Africa, Asia and Latin America — have moved to the centre of the international stage. With nearly three quarters of the world's population and natural resources these countries have been the scene of conflicts and crises which affect us all.

The courses in this programme present contemporary events at a challenging academic level to students who are willing to participate in a co-operative rather than a competitive way. Emphasis is on developing a critical understanding of the world we live in and its problems. The widest variety of opinions and learning styles are welcomed and encouraged.

Students can earn a certificate in Third World Studies at the same time as their regular Cegep diploma. They must choose eight courses, in not less than three departments, from the list which follows:

Selby — Richelleu — Viger

ANTHROPOLOGY: Anthropology of the Third World; Social and Cultural Anthropology; Race and Racism.

ECONOMICS: Economic Development; Macroeconomics

ENGLISH: Latin American Literature; Masks and Voices; Singer of Tales

GEOGRAPHY: Political Geography: Concepts and Case Studies

HISTORY: Imperialism and the Third World

HUMANITIES: African Experiences; Black and Society; Eastern Folklore; Focus on China; Islam and Western Civilization; the Latin American Connection; the Third World and the World of Tai Chi Ch'Wan.

POLITICAL SCIENCE: International Relations.

Lafontaine

BIOLOGY: Man's Survival: Are We Fooling with Mother Nature?

ECONOMICS: Economic Development

ENGLISH: Indian Sub-Continent Fiction; Third World Fiction

HUMANITIES: Black Experience and the Blues; The Colonial Situation; Indian Culture; People's China; Prejudice in Literature.

POLITICAL SCIENCE: International Relations; World Politics.

THE QUEBEC STUDIES INSTITUTE

The Province of Quebec, with its predominately French speaking population, has long been one of the most distinctive parts of the North American Continent but has attracted little attention because of its relative isolation and the hermetic nature of the French Canadian lifestyle. Since the "Quiet Revolution" Quebec has found itself much closer to the mainstream of the global village and more exposed to external influences. With the election of the Parti Québécois established institutions and patterns of conduct are being reevaluated. This reevaluation relates directly to the "winds of change" sweeping the entire globe . . . its outcome in Quebec, as elsewhere, remains uncertain.

Given the above, the goals of the Quebec Studies Institute may be stated as follows:

To analyze the social, political, economic, philosophical, religious, cultural, dynamics of the province through an interdisciplinary approach (The Quebec Studies Programme).

To provide a "linkage" with all Quebec area course offerings and with instructors who give these courses.

To schedule a speakers series, lectures and seminars with leaders representing all areas of Quebec Society, thus sensitizing the Dawson Community to the salient provincial issues.

To establish a resource centre, thus providing material (textbooks, journals, videotapes, periodicals, films) for research.

To establish a Quebec election data centre.

To provide trips within the province for students and faculty. (Quebec City, Lac St. Jean, Gaspé)

To establish a scholarly bilingual journal.

To foster mutual understanding between all Quebecers.

To establish an outreach program, i.e. allowing Dawson personnel to discuss issues of concern with community organizations.

THE QUEBEC STUDIES PROGRAMME

The aim of this programme is to provide students with a multi-disciplinary and multi-dimensional overview of Quebec. It is possible to complete the programme in two semesters. Students are required to follow eight courses including one French course. Upon successful completion of the programme, the college awards a certificate in Canadian Studies with a major in Quebec Studies.

COURSES

ECONOMICS

The Economy of Quebec

ENGLISH

Canadian Legends Past and Present

Canadian Drama

FRENCH

Théâtre Québécois

Réalités Québécoises

Le Québec: Communication
et Animation

GEOGRAPHY

Regional Geography of
Quebec

HISTORY

A History of Quebec

HUMANITIES

Quebec Society and Politics

Canada Past and Present

Quebec Evolution or

Revolution

Poverty in Canada

POLITICAL SCIENCE

Urban Politics and

Government

RELIGION

Religion and Politics

REFLECTIONS PROGRAMME

The Reflections programme at Dawson, established in 1970, provides an environment for approximately sixty students and four teachers to work together in a concentrated programme of study which better facilitates student-student and student-teacher interaction. The programme also provides an opportunity for some students to participate more fully in the designing of their own learning programmes if they are interested in and capable of doing so.

The core of the Reflections programme is the seminar, yet, within the structure, other methods of study are possible. For instance:

Participation in teacher or student-led discussion groups and/or workshops;

Work on individual or small group projects of various kinds (writing essays, monographs, journals; producing films, audio or video tapes, photographic essays; staging dramatic or other performances for a group, etc.);

Pursuing guided independent studies in an area of special interest;

Participation in community service activities.

All Reflections seminars, group meetings, workshops and tutorial sessions take place in a congenial space that makes students and teachers feel comfortable and "at home". The Reflections room (1130 Selby) is also used by Reflections people for coffee and lunch, for exhibitions of student's work, studying, working on projects etc.

FACULTY

M. Crossen	English and Humanities
A. Moscovitch	Psychology
S. Nemtroff	Philosophy
G. Pfeffer	English

REQUIREMENTS

Students enrolled in Reflections must take a minimum of four credits in the programme each term. Although students are encouraged to follow the programme for as many terms as they like, there is no obligation to remain in the programme after one term, and the faculty reserves the right to refuse readmission to any student who, after one term in the programme, seems unsuitable.

The programme is available to students in any academic field. Students register at the Reflections table during the fall and winter registration. Any student may have a place reserved by contacting Marie Crossen at:

College 931-8731, ext. 229

Home 486-0605

For further information, please contact Marie Crossen at the above numbers. The faculty members of the programme will be available for consultation during the week of registration either by phone or at registration.

COURSES OFFERED

PSYCHOLOGY:

General Psychology

Individual Development

Readings and Research in Psychology

Other credits to be arranged with A. Moscovitch

ENGLISH:

Film

Greek Myth Retold

Quest of the Hero

Composition

Romanticism: The culture of the 19th Century

PHILOSOPHY:

Philosophy of Education

Philosophy of Psychology

HUMANITIES:

Greek Mythology

Judeo-Christian Mythology

Reflections I

Reflections II

Reflections III

Reflections IV

VALUES, EDUCATION AND ACTION

Instructors:

Fred Rosenzveig and Harry Wagschal

Values, Education, and Action is a Two-Credit Special Programme in Personal Growth, Experiential Learning and Social Change. Students will take two credits chosen from the following offerings: required Humanities (101, 301, or 401); Philosophy of Education; Sociology of Education; Social Science (962). Students must register for this programme individually at a special table in the Humanities section at registration. During the term students will engage in a supervised teaching project in the community, as well as weekly classroom experiences. Students are invited to continue their work by registering in this programme for a second term.

Curriculum. Curriculum will treat three major areas in an integrated manner: personal and interpersonal development skills; theoretical understanding of issues in individual and social development and in education; and supervised field-work in teaching.

Personal and interpersonal development skills include: values-clarification and values confrontation skills; communications and helping skills; curriculum of self; psychosynthesis, gestalt, group dynamics, and organization development techniques.

Theoretical understanding will treat: major social, psychological, economic and political analyses of contemporary society, including the psychoanalytic and humanistic psychological tradition; behavioural science and organizational change; major educational issues, learning theory, and educational futurism.

Supervised field-work: all students will experience helping others to learn, through a long-term commitment with a school, social institution, or independent studies. Many options are available in tutoring, pre-school through collegial education, special education, alternative schools, human potential teaching, social animation and other fields.

Methodology and Resources: Learning methods include lectures, readings, discussions, games, simulations, and demonstrations, group dynamics, field research and field visits, tutorials, written work, and ongoing student journals. Resources will include a system of modules (self-paced information units organized by major topics;) audio visual materials; and a network of resource persons and organizations in the community.

CORE PROGRAMME

The fundamental premise of the Cegep system is to provide general education for the whole person as well as to develop specialized skills for living and working in Quebec society. Through the English and Humanities courses, all students will find an integrated process that facilitates both personal and intellectual development.

ENGLISH

The English Core Programme at Dawson encompasses the entire range of English and World Literature, and deals with our language on a variety of levels from basic composition and style to courses on linguistics. The student, depending on his needs, desires and qualifications, is allowed to choose from any of these courses which can be general in nature (surveys of English Literature), narrowly focussed (genre courses such as tragedy or comedy, the novel, poetry), period (e.g. 19th Century British, 20th Century Canadian), thematic (the concept of the Saint as Fool in World Literature, or the Immigrant in Canadian Fiction, etc.) or philosophical. As well as composition and language courses, the English Department runs creative writing courses for students who manifest literary talent and potential.

All Cegep students must take four "CORE" courses in English. These courses can be chosen from two groups: Group A — General, Group B — Specific. Students may select their four "CORE" courses from Group A alone, Group B alone, or from both groups. Each group contains separate categories allowing students a broad choice of courses.

GROUP A: GENERAL

Categories

National Literature	603-101-75 to 603-401-75
Historical Period/Survey of Literature	603-102-75 to 603-402-75
Thematic Courses	603-103-75 to 603-403-75
Linguistics and Literature	603-104-75 to 603-404-75

GROUP B: SPECIFIC

Each category here is very specific. Because it is a stated objective of "core" English to serve the interests of general education, students are restricted in choice to the maximum of *one course per category*. (i.e. one poetry course, one novel course, etc.)

Categories

Poetry	603-110-75	Great Works	603-160-75
The Short Story	603-120-75	Specific Author	603-170-75
The Essay	603-130-75	Literature and Other Media	603-180-75
The Novel	603-140-75	Effective Writing	603-190-75
Drama	603-150-75		

NOTE TO ALL STUDENTS

STUDENTS MUST NEVER TAKE TWO ENGLISH COURSES BEARING THE SAME NUMBER EVEN IF THE COURSE CONTENT IS DIFFERENT. AS WELL, SINCE COURSE NUMBERS FOR ALL ENGLISH COURSES HAVE CHANGED, STUDENTS MUST NEVER TAKE TWO ENGLISH COURSES HAVING THE SAME CONTENT, EVEN IF THE COURSE NUMBERS DIFFER.

Option Courses

Courses in this section are taken in addition to the four "core" courses every Cegep student is required to take for a DEC. They are not interchangeable with "core" courses. Most option courses provide students with an intense and focused examination of literature and literary studies. They are devised for students with a particular interest in literature. This does not mean that option courses are only of interest to specialized students with a future university career in literature. They also present an opportunity to add depth to all students' appreciation and knowledge of literature.

All students who have already successfully completed four "core" English courses may take English courses under the option heading only if they wish to continue with English as an option or as a complementary course.

NATIONAL LITERATURE

603-301-75 The Modern British Novel

Judy Adamson

603-401-75

Selby/FW

This course will study several British novels written during the first half of the twentieth century. It will examine the differences between the novels and those written before and after the period, and will consider the contribution they made to British fiction. TEXTS: Woolf, *Mrs. Dalloway*; Forster, *Howard's End*; Joyce, *A Portrait of the Artist*; Lawrence, *The Rainbow*; *Women in Love*.

603-301-75 Modern American Literature

Sala Baumholz

Viger/F

What is meant by the American experience? If literature is a mirror of an age, a people, a culture, how does American literature define the realities and myths of the New World? Through analysis and discussion of selected works by important American writers and an understanding of the appropriate social, historical and philosophical currents in American life, the class will attempt to deal with these and other questions.

603-401-75 Canadian Legends Past and Present

Sala Baumholz

Viger/W

We shall look at Canada's mythic past through Indian and French-Canadian legends and then examine some contemporary Canadian literature in relation to its legendary base. TEXTS: Indian and French-Canadian Legends; Thériault, *Agaguk*; Marie-Claire Blais, *A Season in the Life of Emmanuel*; W.O. Mitchell, *Who Has Seen the Wind*; *Modern Canadian Stories*, ed. John Stevens

603-401-75 Irish Literature

James Burns

Viger/W

This course will introduce the students to some of the main themes and authors of Irish literature from its Bronze Age Epics, through folk legend, ballads etc. to modern Irish playwrights, poets, short story writers and novelists; epic poetry with commentary on its anthropological and psychological meaning; folk legends and ballads chiefly from the period after the 17th century conquest by England; poetry from the Nationalist Revival (1840) to the present; excerpts from novels by Joyce, Flann O'Brien, Macken and poets such as Yeats, Davis; short stories from O'Connor, MacMahon, O'Flaherty etc. There will be close analysis of texts in class to discover themes and styles and occasional guest speakers or balladeers or slides. PLAYS: Sean O'Casey, *Juno and the Paycock*; John Synge, *Tinkers' Wedding*; Dion Boucicault, *Shaughraun*; Brian Friel, *Off to Philadelphia*; collected short stories of Frank O'Connor, Brian MacMahon, Brian Cleeve, and L. O'Flaherty; various poems of W.B. Yeats, Oliver Gogarty, Thomas Davis, Thomas Moore and James Stephens; NOVELS: Joyce, excerpts from *Finnegan's Wake* and *Portrait of the Artist*; Flann O'Brien, *At Surin* *Two Birds*, and *The Third Policeman*.

601-301-75 Canadian Journalism (Literature of the Soil and Frontier)

H. Gordon Green

Selby/Viger/F

This course examines that section of Canadian writing inspired by the struggle of man against the primitive and unpatterned. It also discusses the contribution made to Canadian letters by the early magazines, with particular reference to the remarkable influence of the old *Family Herald*. Among authors sampled are Roberts, Lampman, Connor, Montgomery, Jack Miner, Grove, W.O. Mitchell, Ernest Buckler, Harry Bayle, R.D. Symons, etc.

603-301-75 American Literature — the last 150 years

Yvonne M. Klein

Selby/F

This course will deal with a variety of shorter fictional works, with some attention paid as well to major poets, such as Whitman and Dickinson, arranged chronologically to emphasize historical continuity. The course will be conducted as a combination of lecture and discussion. Evaluation will be based on a series of written assignments and on class participation.

603-301-75 Canadian Female Writers

Miriam Packer

603-401-75

Selby/FW

We shall study several significant women writers and consider the thematic treatment of the female struggle for independence, self-realization, and self-respect. What are the limitations

which the central character recognizes in her defined role as "female"? How does she transcend these limitations? Reading list includes two novels, a short story collection and a poetry collection. Writers are Adele Wisman, Alice Munro, Ethel Wilson and Margaret Atwood.

603-301-75 Aspects of Canadian Literature

Susan H. Poteet
Selby/F

We shall look at a selection of plays, poems, and short stories from the different regions of Canada, Newfoundland to British Columbia. Much of the written work will be based on readings as well as plays which the class will attend.

603-401-75 Canadian Legends Past and Present

Susan H. Poteet
Selby/W

We shall look at Canada's mythic past—Indian and French-Canadian legends, and animal stories and then examine some contemporary Canadian literature in relation to its legendary base. TEXTS: *The Corn Goddess*, Diamond Jenness; *The Magic Fiddler*, Claude Aubry; *Pilgrims of the Wild*, Grey Owl; *Lives of the Hunted*, Ernest Thompson Seton; *The Diviners*, Margaret Laurence; selected poems and short stories.

603-301-75 Russian Literature — The Classical Age

David Price
Viger/F

This course will take a look at the classical age of Russian Literature from Pushkin to Tolstoy. The student is advised to read a representative number of works by Pushkin, Lermontov, Goncharov, Turgenev, Goyol and Tolstoy. This course is especially recommended to students interested in English, Fine Arts and History.

603-301-75 Regional Canadian Literature

Al Valteau
Selby/FW

This course intends to familiarize the student with the variety of cultural, economic, historical, and geographical factors that affect literature in various regions of Canada. It will attempt to show the student how and why certain pieces of literature have a strong local or regional atmosphere which is not common to all of the literature written in a certain area. TEXTS: Novels by Buckler, Watson, Mitchell and one other Canadian author; short stories by Ethel Wilson, Ross and Lowry; poetry by Service, Newlove and Nowlan.

603-301-77 Short Works in Canadian Literature

Ann Weinstein
Selby/F

This course aims to make students aware of both the literary merits and central preoccupations of our best contemporary writers. The course deals with short stories, plays, and poems by Hugh Garner, George Ryga, Alice Munro, Sinclair Ross, Margaret Laurence, Robertson Davies.

HISTORICAL PERIOD AND SURVEY

603-302-75 Contemporary Writing

Marie Browne
Selby/FW

The course will examine a variety of contemporary works (drama, short stories, novels and poetry) by a variety of authors, attempting to compare and contrast their responses to their, and our time. TEXTS: J.D. Salinger, *The Catcher In The Rye*; Edward Albee, *Who's Afraid Of Virginia Woolf?*; James Burl, and an anthology of poems and stories.

603-302-75 Medieval Literature

James Burns
Viger/F

This course will acquaint students with major authors, themes and genres of European Medieval Literature. Genres include the Epic, Romance, Wonder Tales, Faliaux etc. Themes include Courtly Love, Expansion of Tribal or Clan Consciousness, Concept of a Cosmopolitan European Civilization and its attendant development of Theories of Justice. Content will vary but will always include examples of Norse, Celtic, French and other Latin literature for comparative purposes. Authors (and works) such as Beowulf, Chaucer, Dante, Icelandic Sagas, Irish Sagas etc. will be among those chosen as well as examples of art and architecture. *Dante Purgatorio*; *Beowulf*; *NJAL Saga*; *Dermot and Grainne*; *Deirdre*; *Chanson de Roland*; *Courtly Love Poetry from Marie de France*; *Quest of the Holy Grail*; C.S. Lewis— "That Hideous Strength."

603-302-75 Identity in Modern Literature
603-402-75

Gary Campbell
Selby/FW

This course offers study of several works of twentieth century literature from different countries, all concerned with the question of the search for identity as a psychological and cultural activity. With some variation from term to term, readings will include about half of the following: Fiction: Achebe, *Things Fall Apart*; Camus, *The Outsider*; Cary, *Mr. Johnson*; Forster, *A Passage to India*; Hemingway, *The Sun also Rises*; Kafka, *The Metamorphosis* etc.; Lawrence, *The Woman Who Rode Away* etc; Richler, *The Apprenticeship of Duddy Kravitz*; Bellow, *Henderson the Rain King*; Joyce, *A Portrait of the Artist*. Drama: Becket, *Waiting for Godot*; Brecht, *Mother Courage or Threepenny Opera*; Genet, *The Balcony*; Ionesco, *Rhinoceros* or other; Pinter, *The Homecoming* or *Birthday Party*; Sartre, *No Exit*; Weiss, *Marat/Sade*. Poetry: Yeats, Eliot, Frost, Stevens, Ginsberg et al. Essays: George Orwell

603-302-75 The Song of Rhiannon

Michael Dewdney
Selby/F

This course is a survey of the development of the literature and languages of the Celtic peoples in Britain and the West (Scottish/Irish/Welsh/Breton) up to the Middle Ages. Special attention will be given to the nature and problems of an oral literature and tradition, and will include study of the legends, songs and music which have survived or are still developing in these areas. Readings include selections from the "Mabinogion", "Tristan and Iseult", "The Mark of the Horse-Lord", "A Celtic Miscellany" and "The Celts", as well as various audio and video recordings. This is a companion course to "The Wanderer, the Seafarer and the Hero", an Anglo-Saxon study to be offered in 1979.

603-302-75 Hemmingway and Fitzgerald: The Twenties
603-402-75

Harriet Duer
Selby/FW

This course is a survey of the major works of Hemingway and Fitzgerald in the post-war period. Readings will include: Hemingway's *In Our Time*, *The Sun Also Rises*, and *A Farewell to Arms*; Fitzgerald's *The Great Gatsby*, representative short stories, and selections from *The Crack-Up*.

603-302-75 History of the Ballad
603-402-75

Michael Godfrey
Selby/FW

This course is a study of the traditional songs and stories of the English and Celtic cultures. The material is analyzed in terms of the folk tradition, oral culture; its roots in mythology and ancient religion. Also examined is the response of this material to historical change since late Medieval times and the way in which the tradition reflects these changes. Course material and texts will be supplied at little or no cost to the student.

603-302-75 Greek Tragedy

John Thomas Lucas
Viger/F

It has often been said that Classical Athens was the first society of the ancient world to emerge with a human face. Without romanticising the Greeks, this course will explore the infinite human possibilities afforded by the study of Attic tragedy in particular, and Greek art in general. It will trace, from its beginnings to its decline, tragedy of the 5th century B.C., examining closely the works of Aeschylus, Sophocles and Euripides. TEXTS: Aeschylus: *The Oresteia*; Sophocles: *The Theban Plays*; Euripides: *Medea and other plays*; Homer: *The Iliad* (selections); Hesiod: *Theogony*

603-302-75 Western Tradition I

Sally Nelson
Selby/F

The course will examine certain ideas that are basic to western thought and which are essential background for our literature and our culture. TEXTS: Selections from the Bible, Greek and Norse myths, fairy tales, Beowulf, and certain Greek tragedies: *The Oresteia*, *The Bacchae* and the *Theban plays*

603-402-75 Western Tradition II

Sally Nelson
Selby/W

The course continues the examination of the evolution of Western society's beliefs about itself and the manner in which ideas appear in literature. TEXTS: Selections from Freud, the Existential philosophers, Jefferson, Camus, Kafka, James Joyce, fairy tales and King Lear.

603-302-75 Twentieth Century Thought**Sally Nelson
Selby/F**

The course seeks to examine the relationship of the individual to his surrounding society. The individual's view of "reality" is at least partially subjective, and so his ability to adapt to his society, or to understand it, requires his ability to perceive the ways in which others look at experience as well as the way he does. The course will examine several opposing forms of "reality" within our society and in works of art. Texts vary from term to term, but may include such writers as Mavis Gallant, André Malraux, Margaret Atwood and Harold Pinter.

603-402-75 Twentieth Century Literature**Sally Nelson
Selby/W**

This course seeks to examine the development of the individual human being within modern society. The course will examine the mythic and religious explanations of world and man that shape society's understanding and beliefs and, from there, considers education, the psychology of the family and other human relationships, and the politics of age, class, sex, culture and race. Texts vary from term to term, but may include such writers as Margaret Lawrence, Robert Lowell, Jean Genet, and James Joyce.

603-302-75 Sound and Image**Ray Smith
Viger/FW**

The purpose of this course is to show students how taste changed from the classicism of the 18th century to the romanticism of the 19th century. Concentration in class is on music (with tapes) and on painting and architecture (slides). Students will choose their own readings from a wide selection, thus choosing their own areas of concentration and interest.

THEMATIC COURSES

603-403-75 The Hero**Maurie Alioff
Viger/W**

This course studies the Myth of the Hero, the oldest story known to man, as it appears in the works of some twentieth century writers. We discuss the transformation the Myth undergoes in the modern world, its dynamics, meanings and the hold that it has on our imaginations. We explore the theme through analysis of the selected writings, as well as the appearance of the Hero in images of pop culture, e.g., film, television and music. Tentative TEXTS: Ken Kesey, *One Flew over the Cuckoo's Nest*; Albert Camus, *The Outsider*; C.S. Lewis, *Voyage of the Dawn Treader*; Arthur Miller, *A View from the Bridge*; T.S. Eliot, *The Love Song of J. Alfred Prufrock*. Selected stories from Julio Cortazar's *Blow-up*.

603-403-75 Detection and Literature**Elaine Bander
Viger/W**

This course examines the conventions of the detective genre as a means of learning the techniques of close reading and literary analysis. It also examines the relationship between detective literature and "serious" literature. Readings may include: *The Adventures of Sherlock Holmes*; selected novels by Agatha Christie and Dorothy L. Sayers; T.S. Eliot's *The Family Reunion*; and Margaret Atwood's *Surfacing*.

603-303-75 Identities**Elaine Bander
Viger/F**

A central theme of western literature is the quest for identity. We shall look at a variety of books about people who ask the question: Who am I? Together we shall explore the various answers — or further questions — which the books provoke.

603-303-75 The Creative Self**Sala Baumholz
Viger/F**

We shall study autobiographical literature in relation to the writer's life and vision. This course will attempt to trace the creative process that occurs when writers' more personal expressions of ideas in their letters, diaries and essays becomes transformed into fiction. TEXTS: D.H. Lawrence, *Sons and Lovers*; Virginia Woolf, *A Writer's Diary*; Eugene O'Neill, *Long Day's Journey Into Night*; selected poems and short stories by Dylan Thomas.

- 603-403-75 Changing Perspectives on Love** Sala Baumholz
Viger/W
- Love as the centre of man's being has been celebrated throughout the ages. Witty, tender, cynical, humorous, exalted, tragic: literary treatments of love have been many and various. This course will examine each writer's attitude to love within the context of his age. Contents: introductory discussion of courtly love and Renaissance attitudes to love. Literary analysis of *Shakespeare: Othello*; *Ibsen: Four Major Plays*; *Fitzgerald: The Great Gatsby*; *Ionesco: Four Plays*; *Lawrence: Lady Chatterley's Lover*.
- 603-303-75 Literature and the Future** Steve Bennett
Selby/F
- Predictions of the future, both in novels and in essays, become more and more gloomy, yet we seem to ignore their sense of urgency and keep plodding along in our set paths. This course will examine and compare the visions of novelists and futurists in order to have at least a glimpse of the array of possibilities the future might hold. Readings will include *1984*; *Brave New World*; *The Human Prospect*; and *Profiles of the Future*.
- 603-303-75 An Introduction to Middle-Eastern Thought I** Sobhi M. Botros
603-403-75 Selby/FW
- This course will examine social and spiritual problems in the Middle East; Islamic thought and mysticism; life and after life; reincarnation; free will and predestination; the Utopian society of Thomas More. TEXTS: Omar Khayyam, *Rubaiyat*; Kahlil Gibran, *The Broken Wings*, *Spirits Rebellious*; Thomas More, *Utopia*.
- 603-403-75 An Introduction to Middle-Eastern Thought II** Sobhi M. Botros
Selby/W
- This course will examine present-day life and problems in the Middle East; the call for evolution and improvement; literature and how it reflects the thoughts and the aspirations of the people in the Middle East. TEXT: *The Prophet* by Kahlil Gibran; poems, short stories, quatrains, anecdotes by miscellaneous writers and poets.
- 603-303-75 Growing up in Literature** Gary Campbell
603-403-75 Selby/FW
- This course offers a study of several works of fiction and drama from several periods and cultures which deal in one way or another with growing up. Works will include Shakespeare's *Henry IV*, Dickens' *Great Expectations*, Gide's *Immoralist*, Joyce's *Portrait of the Artist*, Austen's *Emma*, and Richler's *Apprenticeship of Duddy Kravitz*.
- 603-403-75 Greek Myths Retold** Marie Crossen
Selby/W
- This course offers a study of Greek Mythology as presented by the Greek dramatists and by modern interpreters of the Greek Myths. There will be an introduction to the study of mythology in general. TEXTS: Kirk, *Greek Myths*; Aeschylus, *The Oresteian Trilogy*; Sophocles, *The Theban Plays*; M. Renault, *The King Must Die*; C.S. Lewis, *Till We Have Faces*.
- 603-303-75 Children's Literature** Holly Delavan
603-403-75 Selby/FW
- In this course, we shall study the themes, givens, and symbols of fairy tales and other literature enjoyed by young children. Texts will include *The Blue Fairy Book*, *Tales of Beatrix Potter*, *The Lion, The Witch and the Wardrobe*, *The Wind in the Willows*, *Mary Poppins*, and *The Secret Garden*.
- 603-303-75 Alienation-Existentialist/or Marxist Interpretation** May DeWolfe
Selby/F
- Alienation — absolute condition of man or result of his social state? The course examines the presentation of the alienated hero in literature from these two perspectives. Background: Existentialist Literary Criticism of William Barrett, *Irrational Man* and Marxist criticism of Georg Lukacs, *The Meaning of Contemporary Realism*. TEXTS: Tolstoy, *The Death of Ivan Ilyich*; Dostoevsky, *Notes from Underground*; Ibsen, *Peer Gynt*; Kafka, *Metamorphosis*; Beckett, *Waiting for Godot*; Sartre, *Nausea*; Gide, *The Immoralist*; Ionesco, *Four Plays*; Solzenitsyn, *One Day In The Life Of Ivan Denisovich*.

603-303-75 Utopian Fiction (formerly Sociology of the Possible) Lynn Gold
603-403-75 Selby/FW

This course will develop more responsive and critical appreciation of literary works; examine society as it is and as it may be; improve writing skills. There will be readings, discussion and writing about a variety of selections from sociologically oriented Utopian fiction. Readings from *Utopia*, *Looking Backward*, *Walden II* and others.

603-303-75 Through the Looking Glass Barbara Greenberg
 Selby/FW

The books on this course all deal on some level with imaginary worlds in which the distinctions between what is real and what is illusory are deliberately blurred, occasionally even obliterated. Unwittingly caught up in these imaginary worlds, the characters we scrutinize are forced to play fantastic games that move us almost always to laughter and sometimes to tears. TEXTS: Carroll, *Through the Looking Glass*; Stoppard, *The Real Inspector Hound*; Shakespeare, *The Tempest*; Beckett, *Mercier and Camier*; Nabokov, (to be decided).

603-403-75 Satire Barbara Greenberg
 Selby/W

This course is designed to examine certain individual satirical works of literature and the art of satire in general. We will consider the extent to which each work contains (a) an element of aggressive attack and (b) a fantastic vision of the world transformed: i.e., we will attempt to see these works as both entertainments and sharp commentaries on the problems of the world in which we live. TEXTS: Aristophanes, (play to be selected); Gogol, *The Inspector General*; Swift, *Gulliver's Travels II and IV*; West, *The Day of the Locust*; Voltaire, *Candide*.

603-403-75 The Journey: Ways of Knowledge and Experience Mara Grey
 Selby/W

The course proposes a study of the structure of the journey motif. The nature of the hero embarked on a quest, his growth, choices and consequences, are discussed in the light of an initiation into the nature of the self and the world. Ideas from other sources of contemporary thought such as in Art, psychology, as well as the relevance of ancient myths, will be integrated into class discussion whenever relevant and helpful in elucidating central concerns.

603-303-75 Literature through the Eyes of the Maker Michael Harris
603-403-75 Viger/FW

This course offers a study of two forms of literature — prose and poetry — with special attention given to why the writer or poet made the work the way it is. TEXTS: Conrad's *Heart of Darkness*, D.H. Lawrence's *The Fox*, Ted Hughes' *Poetry in the Making* and others.

603-303-75 Western Hero Keith Harrison
 Viger/F

Using the figure of the cowboy in recent poems, stories and novels, this course will analyze Western (i.e. American) cultural roles and values through literary contexts. TEXTS: Ondaatje, *Billy the Kid*; Kopet, *Indians*; O'Hagan, *Tay John*; and Shakespeare, *The Tempest*.

603-303-75 Lives of Girls and Women Yvonne M. Klein
 Selby/FW

A recognized sub-genre of fiction is the novel of identity which traces the struggle of the youth to enter the world of adulthood. Conventionally, courses in this genre have focussed on the problems of the male, tracing the journey of the adolescent boy into manhood. This course seeks to deal with the same theme, but from the point of view of women, using novels and short stories which explore the various ways young women have dealt with the problem of "being a woman" in both the Victorian age and our own.

603-403-75 Cowboys and Indians Yvonne M. Klein
 Selby/W

American literature has been characteristically more interested in the frontier as an idea than in its reality. This course will explore literary expressions of the myth of the West and the male heroes populating it against a background of the West as seen by its original inhabitants — the Indians.

603-403-75 Greek Myth in Literature

John Lucas
Viger/FW

In this course we will examine the nature and meaning of important Greek myths as they appear in a selection of genres drawn from various historical periods. Texts will include the *Odyssey* (selections); the *Bacchae* by Euripides; *The Birds* by Aristophanes; Ovid's *Metamorphosis* (selections); *Troilus and Cressida* by Shakespeare.

603-303-75 Fantasy and Fantasists

Richard Monaghan
Selby/FW

Readings and discussions of adult fantasy, beginning with William Morris and approaching Tolkien and other modern fantasists. The course will study the growth of a fantasy tradition and look at extra-literary fantasies as well as novel and short-story forms.

603-303-75 Man Against Defeat

Miriam Packer
Selby/FW

This course offers a consideration of creative works which explore the various sources of guilt, fear and anxiety which often bewilder the individual and inhibit his growth. What are the means by which he struggles to understand and thus overcome these obstacles? TEXTS: Three novels by D.H. Lawrence, William Faulkner and Nathaniel West, and a collection of Canadian short stories.

603-303-75 Children's Literature I

Susan H. Poteet
Selby/F

A year course which will examine literature written for children. We will begin with the great nursery classics: *Alice in Wonderland*, *Peter Pan*, *The Tales of Beatrix Potter*, *Fairy Tales*. In the second term (admission by permission of instructor) we will go on to look at the world of "girls' books" and "boys' books", *Anne of Green Gables*, *Treasure Island*, *Little Women*, *Robin Hood*.

603-403-75 Children's Literature II

Susan H. Poteet
Selby/FW

See first term description.

603-303-77 Introduction to Mythology

Bev Preston
Viger/FW

This course is an introduction to the idea of comparing and analyzing myths from various cultures, for the purpose of better understanding the myths of our own culture (Judeo-Christian). Emphasis will be on classical Greek and Norse myths, but there will be some time spent on Biblical parallels, and on "popular myths:" stories, people (superstars, heroes and villains, real or fictional) that are familiar to us all.

603-303-75 Detective Fiction

Bev Preston
Viger/FW

This course is an introduction to some of the great fictional sleuths: Sherlock Holmes, Hercule Poirot, Ellery Queen, Nero Wolfe and Phillip Marlowe. As well as reading a book about each of these detectives, students will be expected to write a long story/project (to be written and revised during the length of the course and handed in part by part) in which they show one of these detectives at work in attempting to solve the "Sharon Tate murders" (following the details of that case provided in *Helter Skelter*).

603-303-77 The Anti-Hero

Carole Reed
Selby/FW

We shall study the alienated youth and the reversal of the tradition of the hero in twentieth century literature: West, *Miss Lonelyhearts*; Salinger, *The Catcher in the Rye*; Camus, *The Outsider*; Sillitoe, *The Loneliness of the Long Distance Runner*; Atwood, *Surfacing*; Short Stories by Hemmingway and Anderson.

603-303-75 The Quest for Love in Modern Fiction

Peter Ryerson
Selby/FW

The main purpose of this course is to broaden students' awareness concerning the nature and meaning of love, primarily by studying several authors' portrayals of male-female relationships. Extensive background material (excerpts) will provide a kaleidoscopic perspective on the main course texts. Tentative texts include *Scenes From A Marriage* (Ingmar Bergman);

Wuthering Heights (Emily Bronte); *A Spy in the House of Love* (Anais Nin); *Memoirs of an Ex-Prom Queen* (Alix Kates Shulman).

603-403-77 The Ages of Woman

Pamela Sachs
Viger/W

The question of woman's identity and her changing role in today's world continues to be of central significance. What does it mean to be a woman? What are the problems that women face in their passage from adolescence to old age? If growing up is a challenge, must growing old be a defeat? The "double standard of aging" must be acknowledged and eradicated. The selection of short stories and novels will present students with a direct and immediate experience of life which will provide the context for class discussion and training and practice in reading and writing skills. TEXTS: *By and About Women*, Ed. Schnaiderman *The Edible Woman*, Atwood *A Jest of God*, Laurence *The Summer Before the Dark*, Lessing *The Book of Eve*, Beresford-Howe.

603-403-77 Alternative Worlds

Pamela Sachs
Viger/W

Utopian literature starts from the premise that things are not for the best in our far from perfect world. The readings for this course, which cover a selection of Utopias from the eighteenth century to the present, demonstrate that the Utopian construct reflects back on our real world as an ideal, a potential or a warning. The texts have been selected for their intrinsic literary merit as well as for their validity as perceptions of reality. They will be studied in chronological order to give students a historical perspective and a relevant context. A major emphasis of the course will be training and practice in writing skills through short assignments and papers. TEXTS: Swift, *Gulliver's Travels* Bellamy, *Looking Backwards* Huxley, *Brave New World* Orwell, *Nineteen Eighty Four* Leguin, *The Dispossessed*.

ENGLISH LANGUAGE AND LITERATURE

603-104-75 English Language and Literature

May DeWolfe
Selby/FW

603-204-75

603-204-75 English Language and Literature

Susan Lands
Selby/FW

603-304-75

603-304-75 English Language and Literature (Advanced)

Beatrice Liquornik
Selby/FW

603-404-75

603-204-77 English Language and Literature

David Price
Viger/FW

603-304-75

603-104 Composition I

FW

This course is designed to help the student learn techniques which will make his writing clear, vivid and interesting. An assortment of models will be given to the student for analysis and discussion. Procedures used by known authors will be applied to the student's own work. The student will learn to improve his command of the basic sentence structures and will be taught the value of planning, organizing and developing his own materials for maximum effective communication.

603-204 Composition II

FW

603-104-75 What is linguistics?

David Fielding
Viger/F

This course is an introduction to some selected topics in modern language studies. Topics: animal and human communication, theories of the evolution of language and problems of definition; the emergence and development of language in infancy and childhood; speech, speech disorders and brain mechanisms; dialects, speech levels, slang and standard English, hypercorrectness.

There will be a brief examination and discussion of some current theories in these areas followed by on the spot investigation into the linguistic situation in Montreal, and in particular, Dawson.

603-204-75 Linguistics Without Tears

David Fielding
Viger/W

Languages in conflict: bilingualism as an international problem; national and personal identity. Topics: A brief introduction to the languages and dialects of the native peoples of Canada, languages of Canadian immigrants, Canada's official languages—facts and fictions; language and national identity; national languages and emerging nations in Europe, Asia and Africa; language and consciousness: standard English, dialects, slang and the discovery of personal identity.

603-404-75 Language and Style

Gabriel Safdie
Selby/W

The aim of this course is to provide students interested in developing their skills in the art of literary writing with the opportunity of doing so in seminars and workshops. There is no prerequisite, though students will have to be prepared to submit some written work during the first week of classes.

POETRY

603-110-75 Introduction to Poetry

Steve Bennett
Selby/W

For students who have had few or unfortunate exposures to poetry, this course will try to provide a fresh start. It will attempt to discover what poetry is and how it works, using Perrine's *Sound and Sense* as an anthology and guide. An examination of song lyrics as poems will start the term.

603-110-75 The Poet

Mara Grey
Selby/FW

The aim of this course is to introduce students to the genre of poetry and the poet. Through a close textual analysis of selected poems students will be encouraged to explore their own imaginative and critical sensibilities. Poetry as a means of personal expression and communication will be studied from various critical perspectives designed to broaden students' knowledge and understanding of poetry.

603-110-76 Understanding Poetry

Michael Harris
Viger/FW

This is a course designed for students who enjoy, or who are prepared to enjoy, poetry. Shakespeare, Keats, Emily Dickinson, Ted Hughes, D.H. Lawrence and many other poets will be studied. Students who are interested in poetry as a craft, or as a means of self-expression, are encouraged to enroll in this course.

603-110-75 Poetic Vision

Keith Harrison
Viger/W

Focusing on a variety of twentieth century lyrics in poetry and music this course will look at how some artists have used words to set down individual perceptions. Writers include E.E. Cummings, Dylan Thomas, Bob Dylan, Leonard Cohen, Margaret Atwood, and Joni Mitchell.

603-110-75 Victorian Poetry

Douglas Riddle
Viger/W

In this course we will be examining the angles of vision, the perceptions of men and the world which take the shape of poems, written by a selection of English poets between 1830 and 1900. There are three poles on which Victorian Culture rests: Opposition between commercial progress and insularity and smugness; high seriousness and extreme triviality; emphasis and commitment to formal ordered structure side by side with amoral scientific metaphysics.

603-110-75 Poetry Appreciation

Gabriel Safdie
Selby/FW

This course offers an introduction to poetry in general, though the readings will be essentially Twentieth Century verse. The aim of the course is to encourage the students to become familiar with and learn to enjoy the wealth of personal and social experience to be found in this form of expression.

603-110-75 Canadian PoetryAl Valleau
Selby/FW

This course will look at how Canadian poetry reflects social, cultural and political development in Canada. A special starting point with relevance to the College might be the McGill movement of the Thirties and the Little Magazines. *Preview* and *First Statement*, which were active in Montreal in the early 1940's, had a large influence on modern Canadian poetry. The background of the course will be social-historical (the times and the social movements of the times), the foreground will be the cultural effects as seen by the writing which was produced, but it is hoped that the poetry will radiate far beyond this narrow perspective. TEXTS: Klein, F.R. Scott, Livesay, Birney, Layton, Page, Avison, Cohen, Webb, Atwood and Bissett.

SHORT STORY**603-120-75 Short Story Survey**Marie Browne
Selby/FW

A variety of classic and contemporary stories will be examined through discussion/lecture. TEXT: Taylor, *The Short Story: Fiction in Transition*.

603-120-75 Classics of Modern Short FictionMartin Corbin
Viger/FW

This course will provide the student with a sampling of representative works of fiction by some of the acknowledged masters of modern literature, ranging from late nineteenth-century titans like Tolstoy and Dostoevsky to such distinguished contemporaries or near-contemporaries as Flannery O'Connor and Saul Bellow. Most of the works to be examined belong to the genre commonly known as the *novella* (a prose narrative considerably longer than a short story but considerably shorter than a novel). These central texts will be supplemented by a number of short stories geared to the interests of youthful readers.

603-120-75 The Short StoryHarriet Duer
Selby/FW

Short stories from England, Ireland, Canada and the United States will be examined through lectures and discussion. Emphasis will be placed upon the short fiction of Hemingway, Joyce, Alan Sillitoe, and Alice Munro.

603-120-75 Approaching Visions: Studies in the Short StoryMara Grey
Selby/FW

This course consists of an exploration of the art of story writing. The stories selected will be examined in the light of the unique and often radical Twentieth Century vision of the reality they present. This approach centres on close textual analysis of setting, character and action, patterns of imagery and thematic structures.

**603-120-75 The Undefended Border: Comparative Studies
in Canadian and American Short Fiction**Yvonne Klein
Selby/W

This is a course in comparative Canadian and American Literature. Selected works of Canadian fiction, primarily short stories, will be paired with similar American works to discover what thematic, aesthetic, and cultural differences emerge. Themes to be considered include The Natural Environment, The Town, The City, The Immigrant Experience, etc.

603-120-75 Masters of the Russian Short StoryDavid Price
Viger/W

We shall look at the masterly short stories of three renowned Russian writers: Gogol, Tolstoy and Chekhov. The course will concentrate upon close analysis of the works under consideration as well as an appreciation of their literary quality and the social application for their times.

603-120-75 The Elements of FictionPamela Sachs
Viger/F

This course will use the short story as a vehicle for introducing students to the techniques of literary analysis. The course will be designed to focus in turn on structure, character, setting, imagery, point of view, etc. Class discussions and essays will be centred on the way these

elements create "meaning" in the stories. At the end of the course it might be interesting to examine a few contemporary stories which deliberately attempt to subvert the concept of meaning. The course will have two purposes: to help students to read with greater understanding and enjoyment; to enable them to write more effectively.

THE NOVEL

603-140-75 Studies in the Modern Novel

Steve Bennett
Selby/W

This course, with its selection of five different works, will attempt to show the range of subject matter and technique in recent novels, to examine the relationship between the artist's own life/milieu and his work, and, of course to provide the student with scholarly tools for analysing, and writing about modern fiction. Authors will include: Leonard Cohen, J.D. Salinger and John Updike.

603-140-75 The Recent Novel

Steve Bennett
Selby/F

This course presents some novels that might have some special claims to "relevance." The novels (and the issues they might involve) are: *Memoirs of an Ex-Prom Queen* (feminism), *One Flew Over the Cuckoo's Nest* (insanity in Modern Society), *The Natural* (myth-making in professional baseball), and *Slaughter-House Five* (anti-war literature and science fiction).

603-140-75 Nineteenth Century Realism

Tom Ezy
Viger/FW

The rise of industrial capitalism has led directly to our current way of life. While gaining in comforts and conveniences, men seem to be in the process of losing something much more precious. This course will examine this process in its early stages: its effects on morals, social institutions, and personal psychology in England, France, Russia, and the U.S., through the eyes of men who were among the first to notice these changes and whose perceptions still hold weight today. Authors will include: Balzac, Dickens, Dreiser, Turgenev.

603-140-75 Four British Novelists

Gordon Peffer
Selby/FW

We shall study the literary, social and political response to late British Imperialism as seen through selected works of Rudyard Kipling, Joseph Conrad, Joyce Cary and E.M. Forster.

603-140-75 The Family in the Canadian Novel

Pamela Sachs
Viger/F

This course will have a dual focus: the novel as literary genre and the family as theme. According to Tolstoy, "All happy families are alike but an unhappy family is unhappy after its own fashion." Was he right? We will explore and discuss six novels, whose central concern is the relationship between members of a family, in order to find answers and perhaps raise new questions.

603-140-75 Short Classics of Modern World Fiction

Ann Weinstein/FW

The short novel is the form that best suits the writer who is especially concerned with profound philosophical or moral problems. As Irving Howe points out "this genre in modern times often performs the functions that in earlier ages were served by allegory." By closely examining a variety of compressed, extended narratives, it is hoped that students will not only gain a heightened sense of the complexity of the human predicament as well as the pluralism of thought which characterizes our age, but also deepen their appreciation of what constitutes a classic. Texts include works by masters such as Melville, Dostoevsky, Tolstoy, Conrad, Mann, Kafka, Bellow, etc. plus related poems, short stories, films and tapes.

DRAMA

603-150-75 British Drama in the 19th Century

Sobhi M. Botros
Selby/F

We shall examine the decline and revival of British drama in the 19th century and the part played by T.W. Robertson, H.A. Jones, and A.W. Pinero in the revival of drama. A study of Oscar Wilde and G.B. Shaw will also be made. TEXTS: *Lady Windermere's Fan*, Oscar Wilde; *The Importance of Being Earnest*, Oscar Wilde; *Pygmalion*, G.B. Shaw; *Prefaces*, G.B. Shaw.

603-150-75 Monologues and Modern Drama

David Grey
Selby/FW

Creative and analytical approaches are used in this course. Discussion of selected plays and the way each involves the dramatic monologue is combined with writing and staging a number of personal mini-monologues. A written full length monologue is the chief assignment. To do this you will be guided by a specifically designed and highly inventive method.

603-150-75 Modern Drama

Hugh Nelson
Viger/FW

In the course, we shall study some important contributions to world drama (primarily European) of the late 19th and 20th centuries in relation to the social, political, literary and theatrical movements which influenced their authors.

603-150-75 Canadian Drama

Hugh Nelson
Viger/W

In the course, we shall study some important contributions to Canadian drama in relation to the social, political, literary and theatrical movements which influenced their authors.

603-150-75 Ibsen and O'Neill

Douglas B. Riddle
Viger/F

The objectives of this course are: To stimulate the students into acquiring an interest in the Theatre; to understand theatre as a medium of the expression of ideas, culture and mores of our society; to attempt to understand playwrights and in some measure to appreciate the difficulties playwrights have of integrating their own personality and character into theatre that has substance and meaning to our entire society. TEXTS: Seven plays by Eugene O'Neill; three plays by Henrik Ibsen.

603-150-75 American Theatre

Douglas B. Riddle
Viger/W

The objectives of this course are to reveal an understanding both social and economical of the Depression 1929-1939 as revealed through the American Theatre; to stimulate students into acquiring an interest in the theatre; to appreciate and understand both the personal and social values that were prevalent throughout North America during the depression. TEXTS: *Of Mice and Men*, John Steinbeck; *Awake and Sing*, Clifford Odets; *Death of a Salesman*, Arthur Miller; a) *The Glass Menagerie*, Tennessee Williams; b) *A Streetcar Named Desire*, Tennessee Williams; c) *Cat on a Hot Tin Roof*, Tennessee Williams.

603-150-75 British Drama

Douglas B. Riddle
Viger/F

This course is an introduction to British Drama. It is designed to show the students what English Drama has attained and how, in a sense, it has superseded poetry and novels as an expression of modern values in a rapidly aggressive, socialistic and discontented English Society. There will be a discussion of such plays as: *The Importance of Being Earnest*, Oscar Wilde; *Pygmalion*, George Bernard Shaw; *The Entertainer*, John Osborne; *A Man For All Seasons*, Robert Bolt; *The Birthday Party*, *The Homecoming*, Harold Pinter; *Hadrian VII*, Peter Luke.

603-150-75 Drama and Dramatics

Gabriel Safdie
Selby/FW

This course involves five plays, each of which represents a particular age in drama: the Classical Greek, the British Renaissance, the Age of Reason, the Modern, and the Contemporary. The plays will be seen in their historical context but emphasis will be placed on the dramatics of the work itself, and the recurring patterns of the drama that will emerge in the form of a specific and centrally binding theme, such as love, politics and the family.

GREAT WORKS

603-160-75 Shakespeare, Kings, Heroes, Common Man

Judy Mendelsohn
Selby/FW

This course offers a study of modes of communication — both literary and social — and themes, including problems of leadership and responsibility. It is recommended as a year course; first term open to all students; second term student admitted by permission of the instructor. The reading list for the year will probably include *King Lear*, *The Tempest*, *Taming of the Shrew* and *Othello*, and other Renaissance dramas. More advanced students may, if they make their wishes known, join together in creating a seminar where the emphasis will be on independent study and/or research.

603-160-75 War and Peace

Ray Smith
Viger/FW

This course is designed to introduce the student to a variety of basic techniques of literary analysis. The approach is fairly informal with limited lectures mixed with class and group discussion and a lot of audio-visual material. The idea is to investigate a work by asking the question "What's it all about; and why, and why it was written, and how?" TEXT: *War and Peace* by Tolstoy (Modern Library Edition.)

SPECIFIC AUTHORS

603-170-75 Mark Twain: The Mask of Comedy

Maurie Alioff
Viger/F

He dreamed up the All-American boy, barefoot and free, gone fishin' far from schoolrooms and other prisons invented by grownups. He has kept America dreaming and laughing along with him for over one hundred years. But who was this man who named himself Twain? This course studies the man, his fantasies and his art. Twain's work is discussed as representative of and central to certain fundamental themes in American Literature, which are themselves crucial, social and cultural issues: Freedom and Slavery, whites and blacks, good and evil, nature and technology. The course also explores the variety and range of Twain's writings: Comedy, satire, fantasy and tragedy. TEXTS: Some selected short stories and essays, "A Connecticut Yankee in King Arthur's Court," "Huckleberry Finn."

603-170-75 Bernard Shaw as Dramatist

Martin Corbin
Viger/FW

The aim of this course is to acquaint students with a number of Bernard Shaw's major plays and prefaces. Attention will be given to his witty, idiosyncratic and still highly relevant views on such topics as marriage, war, Capitalism, Medicine, the Arts and Christianity. But the emphasis will fall on Shaw's masterly incorporation of these ideas into dramatic art, of which he is probably the greatest practitioner in the English language since Shakespeare.

603-170-75 C.S. Lewis

Holly Delavan
Selby/FW

This course is an introduction to the world view of C.S. Lewis, through a study of his work in various genres. Texts: *The Lion, the Witch and the Wardrobe* — children's story, *Out of the Silent Planet* — science fiction, *The Screwtape Letters* — fiction in the form of letters "from a senior to a junior devil", *Surprised by Joy* — autobiography, and *The Four Loves* — essays on affection, friendship, erotic love, and caritas.

603-170-75 James Joyce

Howard Haines
Selby/FW

This course offers an introduction to the writing of James Joyce; his book of short stories, *Dubliners*, describing the paralysis of his native city, and the novel. *A Portrait of the Artist as a Young Man*, depicting the early life of the Dubliner, Stephen Dedalus, and his desire to escape to art from the nets of religion, language and nationalism. Attention is given to Joyce's writing style and the Irish setting of his stories.

603-170-75 Shakespeare our Contemporary**Keith Harrison
Viger/W**

Focusing on Shakespeare's later writings, this course will consider various approaches to dramatic meaning in five major plays: *Hamlet*, *Othello*, *King Lear*, *Macbeth*, and *The Tempest*. Through historical imagination, Jan Kott's belief in the immediacy of Shakespeare's works to 20th Century experience will be explored.

603-170-75 Shakespeare, Kings, Heroes, Common Man**Judy Mendelsohn
Selby/FW**

We shall study modes of communication — both literary and social — and themes, including problems of leadership and responsibility. Recommended as a year course, in the first term it is open to all students. Second term students will be admitted by permission of the instructor. Reading list for the year will probably include *King Lear*, *The Tempest*, *Taming of the Shrew* and *Othello*, and other Renaissance dramas. More advanced students may, if they make their wishes known, join together in creating a seminar where the emphasis will be on independent study and/or research.

LITERATURE AND OTHER MEDIA

603-180-75 Film Aesthetics**Judy Adamson
Selby/FW**

This course will begin with a study of the theories of several film theoreticians. The student will view several films and will then begin to consider the film as art, and the relation of film to society. TEXTS: Knight, *The Liveliest Art*; Mast & Cohen, *Film Theory and Criticism*; Pincus, *Guide to Filmmaking*.

603-180-75 Canadian Journalism (Newer Themes, Newer Media)**H. Gordon Green
Selby/Viger/W**

This course examines that section of Canadian writing inspired by the struggle of man against the primitive and unpatterned. It also discusses the contribution made to Canadian letters by the early magazines, with particular reference to the remarkable influence of the old *Family Herald*. Among authors sampled are Roberts, Lampman, Connor, Montgomery, Jack Miner, Grove, W.O. Mitchell, Ernest Buckler, Harry Bayle, R.D. Symons, etc.

603-180-75 Journalism Today**Helen Hanna
Selby/FW**

This course is concerned with the various facets of modern journalism, with emphasis on journalistic writing skills. News, editorial and feature material from the media (newspapers, magazines, radio and T.V.) will be examined by the class. Students, working individually or in groups, may prepare projects designed for the various media, thus showing their understanding of the techniques involved. Newspapers, magazines, videotapes and tapes will be used in class, in addition to a standard journalism text.

603-180-77 Literature In Mass Media**Susan Lands
Selby/FW**

We will examine formats, styles and techniques authors use when writing for cinema, television and stage. We will look at challenges and constraints authors face when adapting works to suit these media. We will also discuss the sociological impact mass media has on today's society.

603-180-76 European Film**Steven Faigelman
Gordon Pfeffer
Tom Piper
Selby/F**

The films of a number of major directors of the modern European cinema will be studied to show their thematic interests and the corresponding development of their formal and technical means of expression. There will be a \$6 laboratory fee charged to help defray the cost of renting the twelve films shown during the term.

This course will cover major trends in the international cinema. The focus will be on a theme, director, or historical period. A number of films may be silent, and foreign films will be shown in their original version with English subtitles. Note: A laboratory fee of \$6 will be charged for the course.

EFFECTIVE WRITING

603-190-75 Creative Writing: The Writing of Fiction

Tom Ezzy
Viger/FW

This course is intended for students who are seriously interested in writing prose fiction either short stories or novels. The stress will be on individual work — establishing regular work habits, overcoming creative "blocks" — and on group cooperation in giving positive feedback and constructive criticism. Main areas of focus will be setting up and resolving dramatic conflict; establishing a setting and narrative technique; character and theme development.

603-190-75 Creative Writing: Monologues and Modern Drama

David Grey
Selby/W

Creative and analytical approaches are used in this course. Discussion of selected plays and the way each involves the dramatic monologue is combined with writing and staging a number of personal mini-monologues. A written full length monologue is the chief assignment. To do this you will be guided by a specifically designed and highly inventive method.

603-190-75 Prose Writing Workshop

Susan Lands/
Helen Hanna
Selby/FW

This writing course will explore the spectrum of prose writing for the media as well as present an overview of writing in the '70's. The course is designed for students interested in the techniques of writing articles, features, short stories, novels, T.V. scripts, plays, screenplays and documentaries. A project written during the term will give students the opportunity to concentrate on the writing area of their choice.

603-190-75 Poetry Workshop (Creative Writing)

Michael Harris
Viger/FW

The emphasis of this workshop will be on the production and critical evaluation of the student's own poetry. He will be encouraged to read and present his own work to small groups of other poets in a workshop format. It is preferred that the student who wishes to register in this course has already written some verse, is currently engaged in that activity, or is prepared unhesitatingly to start.

603-190-75 Effective Writing

Beatrice Liquornik
Selby/FW
Tom Piper Selby/W
John Lucas Viger/FW
David Price Viger/FW

The aim of this course is to teach patterns of expository writing in as many various ways as possible, and to facilitate the analysis of existing pieces of writing in order that patterns of exposition as well as other literary devices may be made clear. This course is designed for the beginner.

603-190-77 Creative Reading

Carole Reed
Selby/W

In this course the student will learn reading skills essential for reading his texts, studying for exams, and conducting research. Emphasis will be on cognitive skills: inference-making, analysis, deduction and induction, logic, determining relationship patterns; on reading for main idea and for specific information; and on note-taking, studying and research.

603-190-75 Creative Writing**Gabriel Safdie
Selby/F**

The aim of this course is to provide students interested in developing their skills in the art of literary writing with the opportunity of doing so in seminars and workshops. There is no prerequisite, though students will have to be prepared to submit some written work during the first week of classes.

OPTION COURSES**603-902-75 Modern American Literature****Sala Baumholz
Viger/F**

What is meant by the American experience? If literature is a mirror of an age, a people, a culture, how does American literature define the realities and myths of the New World? Through analysis and discussion of selected works by important American writers and an understanding of the appropriate social, historical and philosophical currents in American life, the class will attempt to deal with these and other questions.

603-910-75 The Epics of Homer**Marie Crossen
Selby/F**

This course will deal with the two great epics of Homer, *The Iliad* and *The Odyssey*. The nature of the Homeric hero and his relationship to a divine plan will be explored through readings, lectures and class discussions:

603-913-76 Independent Study (In Reflections Programme Only)**Marie Crossen
Selby/F****603-923-76 Independent Study (In Reflections Programme Only)****Marie Crossen
Selby/W****603-911-75 Alienation-Existentialist/or Marxist Interpretation****May DeWolfe
Selby/W**

Alienation — Absolute Condition of man or result of his social state? The course examines the presentation of the alienated hero in literature from these two perspectives. Background: Existentialist Literary Criticism of William Barrett, *Irrational Man* and Marxist criticism of Georg Lukacs, *The Meaning of Contemporary Realism*. TEXTS: Tolstoy, *The Death of Ivan Ilyich*; Dostoevsky, *Notes from Underground*; Ibsen, *Peer Gynt*; Kafka, *Metamorphosis*; Beckett, *Waiting for Godot*; Sartre, *Nausea*; Gide, *The Immoralist*; Ionesco, *Four Plays*; Solzenitsyn, *One Day In The Life Of Ivan Denisovich*.

**603-902-75 The Once and Future King: a Survey of
the Arthurian Legend****M. Dewdney
Selby/W**

This course will survey the history and development of the "Arthurian" legends in British literature. One intention is to demonstrate the manner in which myths and legends develop and how their form reflects time and place. This survey covers the development of the legends from their roots in Celtic mythology and in history, down to the current forms. Readings will include "Arthur's Britain," "La Morte d'Arthur," "Idylls of the King," "The Once & Future King," "Camelot," "The Crystal Cave," and "The Hollow Hills."

603-908-77 American Literature of the 1920's**Steven Faigelman
Selby/F**

The 1920's is a particularly fertile era for literature in the United States. It is in these years that authors such as Fitzgerald and Hemingway come into their own. It is an age of post World War I recovery. It is an era characterized by incredible material wealth and abysmal poverty. All these factors are mirrored in the literature of the period. Aside from works by Fitzgerald and Hemingway, we will read works by Sherwood Anderson, Gertrude Stein, and John Dos Passos.

603-901-75 Advanced Studies in Utopian Literature

Lynn Gold
Selby/W

This is a seminar/tutorial course aimed at directed independent projects of research and analysis of themes in Utopian fiction. It is for students who have taken "Utopian Fiction" (formerly called "The Sociology of the Possible") — which is a *prerequisite* — and wish to investigate this area in further depth. There will be a large choice available of Utopian novels both ancient and modern, as well as a number of texts of literary and critical analysis.

603-905-75 The Poet

Mara Grey
Selby/F

The aim of this course is to introduce the student to the genre of poetry and the poet. Through a close textual analysis of selected poems the students will be encouraged to explore their own imaginative and critical sensibilities. Poetry as a means of personal expression and communication will be studied from various critical perspectives designed to broaden the students' knowledge and understanding of poetry.

603-907-77 Literature of the Enlightenment

Helen Hanna

Selby/FW

This course examines the literary expression of the dynamic urban society which centered around Samuel Johnson in London during the latter half of the 18th century. Leaders of intellectual thought in a city then regarded as the western world's most enlightened capital, Johnson's admirers and detractors initiated literary, political, philosophical, stylistic and social approaches which have borne fruit in our century.

603-905-75 Poetic Vision

Keith Harrison
Viger/W

Five major poets, reflecting a range of cultural moments, will be explored in historical sequence: Donne (Metaphysical), Blake (Visionary), Keats (Romantic), Thomas (Modern), Plath (Contemporary).

603-909-75 Shakespeare Seminar

Judy Mendelsohn
Selby/FW

This course is designed for students who wish to do more independent work either individually or in groups.

603-911-75 Fantasy and Fantasists

Richard Monaghan
Selby/FW

We shall read and discuss adult fantasy, beginning with William Morris and approaching Tolkien and other modern fantasists. The course will study the growth of a fantasy tradition and look at extra-literary fantasies as well as novel and short-story forms.

603-901-77 The Saint as Fool: The Fool as Saint

David Price
Viger/F

The world's greatest comic novel *Don Quixote* is discussed at some length, followed by a discussion of Shakespeare's tragic masterpiece *King Lear* — two of the greatest expressions of the human imagination. Together they comprise studies in foolishness, madness and wisdom.

603-908-75 The Novel and the Family

Pamela Sachs
Viger/F

This course will have a dual focus: the novel as literary genre and the family as theme. According to Tolstoy, "All happy families are alike but an unhappy family is unhappy after its own fashion." Was he right? We shall explore and discuss six novels, whose central concern is the relationship between members of a family, in order to find answers and perhaps raise new questions. TEXTS: Goldsmith, *The Vicar of Wakefield*; Austen, *Pride and Prejudice*; Charles Dickens, *Hard Times*; E.M. Forster, *Howard's End*; Roger Lemelin, *The Plouffe Family*.

603-906-77 Alternative Worlds

Pamela Sachs
Viger/W

Utopian literature stems from the premise that things are not for the best in our far from perfect world. The readings for this course, which cover a selection of Utopics from the eighteenth century to the present, demonstrate that the Utopian construct reflects back on our real world as an ideal, a potential or a warning. The texts have been selected for their intrinsic

literary merit as well as for their validity as perceptions of reality. They will be studied in chronological order to give students a historical perspective and a relevant context. A major emphasis of the course will be on training and practice in writing skills through short assignments and papers. TEXTS: Swift, *Gulliver's Travels*; Bellamy, *Looking Backwards*; Huxley, *Brave New World*; Orwell, *Nineteen Eighty Four*; Leguin, *The Dispossessed*.

603-910-75 Saul Bellow's Fiction: A Search for the Definition of Man

Ann Weinstein
Selby/W

This course offers an in-depth study of man as Nobel prize winning author Saul Bellow is mindful of him. As many of Bellow's novels, short stories, etc. as time allows will be closely considered individually and also within the context of Bellow's entire oeuvre. Focus will be on the twentieth century urban middle-class man wrestling with contemporary social crisis which are also embodiments of timeless human enigmas (guilt, responsibility, boredom, conformity, rebellion, alienation, freedom, death, immortality, etc) the aim being to reveal the constants beyond the flux of social change—that is, our common humanity, the human predicament.

HUMANITIES

Humanities is a core programme which includes a diversity of courses — all of which involve a multi-dimensional approach to the study of man and his relation to the world. The breadth of this description is intentional. It allows for the possibility of continual redefinition of programme and courses within the limits of the teachers' resources, of the students' capabilities and of concern for the overall curriculum. Every teacher chooses from his competence and interests the particular aspects with which he wishes to deal. He tries to encourage the student to explore areas of academic and personal interest and to appreciate the value of perceiving interrelationship in all his learning experiences.

Humanities courses are designed to encourage reflection on, understanding of, and involvement in the various dimensions of man in his world. "Man" can be interpreted as individual man, groups of men, political man, psychological man . . . "World" can be interpreted as the universe, country, city, experience . . . Thus the student is invited to examine, formulate and develop a keener awareness of his assumptions and values. The programme attempts to further his ability to see life in its complexity with greater perception in a rapidly changing world.

All pursuit of knowledge is directed towards man's better understanding of his condition. However, many operate within each subject as an isolated entity, failing to understand the wider, implications or the similarities of goals and motives which relate to all man's studies. The Humanities programme tries to show that when major questions about man are dealt with in terms of more than one specific field, insights may be reached without relying on the emphasis of any one discipline.

Students and teachers should be aware of the following characteristics of the Humanities department's philosophy of education, viz:

- 1) that Humanities is not in books but in *The Person in Society*;
- 2) that every teacher and student of Humanities *collaborates* to clarify for himself/herself the forces that influenced his/her life through *Critical Dialogue and Action*.

The Humanities courses fall within four categories which correspond to some basic areas of general education. Students take four Humanities courses, one from each of the following categories. There is no sequence to the categories.

CATEGORY DESCRIPTIONS

101 Man and His World Views

301 Man's Creative Expression

201 Man, His Knowledge and its Application

401 Man and Focal Issues

101 The courses offered in this category share a concern with the many different visions that man has of the universe. This dimension of the Humanities programme might include various perspectives on culture as a manifestation of a world view, the development and the nature of national self consciousness and awareness of the self in relation to a larger group such

as profession, city or country. Using an integrative approach to this aspect of man's experience, courses in this category could embrace a variety of world views ranging from personal, ideological, local, or professional perspectives to those with national or international dimensions.

201 This category includes courses which focus on man as he is a knowing being. Problems to be examined might include such questions as: what difference does it make to man if he lives in a culture which has developed a logical way of knowing instead of a mystical one? Another dimension of this category might refer to the results of the development of any one way of knowing upon man. Questions to be examined might include: what effect is there upon man in a technological sophisticated society? Another approach within this category could be that of personal value differences from man to man within one society — differences which are based upon personal biases toward different types of knowing. Emphasis in all courses would probably include an examination of the widespread implications that one's way of knowing has upon all aspects of life depending on how and what man knows. Underlying all of these studies is the question of the values which are created given any particular approach to knowledge.

301 Courses which study the variety of man's creative expressions and the ways in which they affect man's sense of self and his world. These courses may deal with the formal or functional aspects of creative expression, examine the ways in which man's attempts to communicate his experience both reflect and influence human values, or examine particular modes of expressions as they shape man's life. These might include the role of rite and ritual in man's life, creative representations of changes in a group's values, and the meaning of symbols for man.

401 These courses examine social issues which have confronted man. The issues may be past, contemporary, or future. A course might examine the way in which a certain social issue affects the quality of human life, physical and metaphysical. The social and cultural implications of poverty, prejudice or pollution might be studied. Other courses might focus on the impact of a social issue on the evolution of institutions-cultural, national and international-examining issues such as war, revolutions, or concepts of freedom. This category might include studies of the interaction of individuals among themselves and with society. All courses share an attempt to examine social issues as they both shape and reflect human values.

COURSE OFFERINGS — SELBY/RICHELIEU CAMPUS

345-101-76 The African Experience

M. Mennasemay
Richelieu/FW

The aim of this course is to present the African experience as a mirror to the Western experience so as to permit an inquiry into the formation of ideals, aspirations, values and actions in order to encourage students to discover and explore some new dimensions of human existence in different societies. The course is based on modern African writings and crosscultural studies.

345-101-76 Educational Ideologies

Z. Kalba
Richelieu/FW

The objective of this course is to acquaint the student with two systems of education, the Soviet and the Canadian, and their related topics such as ideologies, morality, philosophy and methodology. The course will be devoted to lectures and discussions. Main text: *An Analysis of Philosophies of Education in Canada and in the Soviet Union*, Z. Kalba.

345-101-76 United Nations—Myth or Reality?

S. Nachfolger
Richelieu/FW

Why is humankind always in conflict? Why is war and terrorism a constant occurrence? The United Nations may be the only light in a problem-infested world. The course will therefore explore the social, economic, political and philosophical problems faced by states today. Topics will include the oil crisis (if there is one); bloc-voting; cold war conflict (Cuban missile crisis); disarmament; Nato; Warsaw Pact; laws concerning the seas, and terrorism (F.L.Q., P.L.O.). Consideration will also be given to some of the social agencies which consider disease, narcotics, and discrimination.

345-101-76 Millenarian Movement**S. Juzda
Selby/W**

In what sense do collective movements embody a desire for reform, although expressed in archaic language? What is the role of religion and superstition in their body of doctrine? How can one answer the claim by certain historians, anthropologists and sociologists that they are essentially regressive and include hysterical tendencies expressed as rituals? These are often considered to be outside of normal social behavior. Banditry can also be included as a related social phenomenon. In what sense is the bandit a folk hero or a villain?

345-101-76 The Individual and the State**J. Spencer
Selby/W**

The theme of the course is the relation of the individual to the state. Issues discussed will include the rights of an individual versus the rights of the state; the concept of civil disobedience; the incursion of the state into moral areas and the notion of responsibility. Authors studied will include Plato, Mill, Lenin and at least one contemporary writer.

345-101-76 Utopia: Dream or Nightmare?**E. Gottlieb
Selby**

Memories of a mythical era of equality, peace and plenty have been part of man's heritage since the beginning of recorded history. The visionaries of Utopia want man to realize this dream of the Golden Age in the future and address themselves to the construction of a perfect society for perfectible human beings. The student will study some major models for Utopia and formulate his answers to the questions: Is Utopia attainable? Is Utopia desirable? Excerpts from Plato's *Republic*; More's *Utopia*; Huxley's *Brave New World*; Swift's *Gulliver's Travels* (Bk4); Orwell's *Nineteen Eighty Four*; Skinner's *Walden Two*.

345-101-76 Symbolism and Surrealism**D. Mitchell
Richelleu/FW**

This course attempts to counter-balance the great faith students have in modern technology and in the benefits of material progress. It stresses the idealistic and humanistic points of view which are at the origins of the industrial revolution, from romanticism through Beaudelaire, symbolism, dada, surrealism and existentialism to present-day interest in phenomenology and some psychological insights which give a universal basis for a socialist-surrealist philosophy on the one hand and a fascist-surrealist philosophy on the other. TEXT: R. Shattuck, *The Banquet Years*.

345-101-76 Culture Left and Right**W.J. Mason
Selby/FW**

Students will be presented with a broad sampling of art that is political in tendency, with a view to perceiving the ways in which art embodies political values and to identifying and analyzing those values in specific works of art. The close relationship between "fine" and "popular" art will be stressed. We will begin with a volume of one-act plays by Brecht, stressing Brecht's use of theatre for propaganda and political analysis, with parallel examples of modern European painting; John Dos Passo's *The Big Money* as an example of the social/historical novel; North American regionalist and populist painting of the 1930's; Koestler's *Darkness At Noon* as an anti-totalitarian and anti-Stalinist novel; Nazi and Stalinist propaganda art; early Soviet experimental art; *Gorky's Childhood* as a classic of Socialist Realism.

345-101-76 Imagination and Social Change**N. Khouri
Selby/F**

The goal of this course is to introduce students to the scientific study of imagination as an aspect of intelligence which extends and enriches the world. The methods of psychology and sociology will be applied to the study of dreams, myths, inventions, art. TEXTS: Ch. Darwin, *Comparison of the Mental Powers of Man and the Lower Animal*; passages from Jean Piaget's *Psychology of Intelligence*; passages from J.G. Frazer's *The Golden Bough*; passages from S. Freud's *Interpretation of Dreams*; D. Diderot's, *Letter on the Blind*; F. Kafka's *Metamorphosis*.

345-101-76 Western Asia**W. Lirange
Selby/W**

We shall trace the evolution of culture in Western Asia through the art and architecture as molded by the inter-action of the various religious and political forces of the civilized and nomadic elements, emphasizing Islamic influence in this destiny to the present.

345-101-76 Jews through the Ages

N. Parry
Selby/F

This course discusses the cultural development of the Jewish People from Abraham to the Middle Ages. Social aspects of growth through history, customs and literature are examined, and the role of Jews in world affairs is investigated.

345-101-76 In Search of Value

H. Wagschal
Selby/W

This course will give students the opportunity to articulate and reflect on their values in light of the writings of some of the world's major thinkers about the nature of technological society, the dilemmas of personal decision-making and the process of human growth. Small class groups will discuss some of the writings under consideration and the implications of these ideas on their own lives. TEXTS: H. Jules, *Culture Against Man*; A. Robert Liston, *Healing of the Mind*; *Eight Views on Human Nature*; F. Goble, *The Third Force*.

345-101-75 Greek Mythology

M. Crossen
Selby/F

This course will be a study of the myths, symbols, rituals and archetypes of man's imagination as seen in his accounts of the gods, heroes and "folk". Emphasis will be on the interactions of individuals among themselves and with society; the family as a microcosm of the society around it, and society as a macrocosm of the individual. We shall follow the Greek tradition from the creation myths to modern novels that look back to the ancient myths as a framework for the presentation of the problems of modern man. Central to our study will be Greek tragedy. TEXTS: Aeschylus, *The Oresteian Trilogy*; E. Hamilton, *Mythology*; C.S. Lewis, *Till We have Faces*; M. Renault, *The King Must Die*; Sophocles, *The Theban Plays*; J. Campbell, *Occidental Mythology*; N. Frye, *The Educated Imagination*.

345-101-75 Planetary Consciousness

F. Rosenzweig
Selby/FW

This course is a theoretical study of broad trends of 20th Century psychology and of different principles of self-development drawn from the philosophical, religious and psychological schools of thought. Introduction to meditation, mental imagery, communication and problem-solving techniques. Training in the use of personal psychology log or journal. Readings and discussions on growth in awareness, and on improved communication with others. Emphasis is placed on development of intuitive awareness and integration with practical everyday life.

345-101-76 Reflections I

M. Crossen
Selby/FW

(Offered in the Reflections programme only)

This course is an independent study which allows the student to explore and report on some aspect of national and/or world concerns. Topics will be decided between teacher and pupil. Readings will be arranged.

345-101-76 The World of Tai Chi-Ch'uan

S. Slutsky
Selby/Viger/FW

Tai Chi-Ch'uan is an ancient exercise form based on the Chinese philosophical principles yin and yang. It is a choreography of 86 movements done slowly and softly to achieve health, relaxation and concentration. In its four aspects (exercise form, philosophy, medicine, sport), it presents an alternate world view which harmoniously unites seemingly opposite forces. "The truly wise man, considering both sides of the question without partiality, sees both in the light of Tao. This is called following two courses at once." (Chuang Tzu) Emphasis of the course will be on the first two aspects.

345-101-76 Seeing Through Art

S. Charney
Selby

This course is designed to help students understand how modern artists view the world around them. This is achieved by exploring two major philosophies of art — the objective and subjective views of reality. The former deals with an analytical and intellectual approach inspired by the scientific world; the latter emphasizes a humanistic and expressionistic point of view.

345-201-76 Environmental Humanism: Exploring an Ecology of Man

B. Kahane
Selby/FW

For those having an interest in their environment, this course offers a means of resolving concern and acting in productive ways. It offers a study of values, attitudes and concepts necessary to understand the interrelatedness of man, his culture and his biophysical environment. Students are taught to prepare questions from substantial readings and are required to demonstrate meaningful connections between the readings and their own experiences.

345-201-76 The Sociology of Knowledge

S. Juzda
Selby/FW

The course will deal with the way various disciplines view the world. History, anthropology, psychology, philosophy and sociology all focus on certain aspects of human action. Each one has underlying assumptions conditioning its investigation of human nature and reality. The course will try to provide insight into the nature of these assumptions. It assumes that there are theoretical debates within each subject. The methodology of each subject will be investigated. The student will be asked to inquire into the meaning of certain words such as culture, law, capitalism, etc.

345-201-76 The I-Thou Questions

P. Sinclair
Selby/FW

Each group of ten students meets for one and a half hours a week in a T (for training) group experience. What happens when a group of strangers meet in an unstructured situation week after week? *Who makes decisions and who shares himself* becomes the framework for this course. NOTE: This course is not open to new Canadians, i.e. anyone who has difficulty with the English language.

345-201-76 The Influence of Ideas

P. Sinclair
Selby/FW

Since the 18th century, intellectuals have become something resembling a class, the intelligentsia. They are revealed in many diverse settings — the French Salon, the English Coffee House, the Russian University, the American polity before 1830, in small literary magazines, social protest movements, the mass media, even the public bureaucracy. The course examines these activities, asking just what functions intellectuals perform — criticism, legitimization of existing modes of existence, innovation, Utopia making. TEXT: Lewis Coser, *Men of Ideas*.

345-201-76 Concepts of Knowledge

K. Milkman
Selby/FW

This course will take a look at some different areas of intellectual pursuit in order to critically evaluate knowledge claims made in these areas. Questions of methodology will be emphasized. Among the possible areas to be discussed are religion, psychology, history, the physical sciences. TEXTS: C. Hall, *A Primer of Freudian Psychology*; E.H. Carr, *What is History?*; J. Hick, *Philosophy of Religion*.

345-201-76 Growth and Being

Connie Moore
Selby

Current Theme: "Values in Transition." What we do (and don't do) sometimes is at war with what we say we believe. This course encourages learners to distinguish between conceptual values and operative values, and to move towards actualization of their awareness. Methods include values exercises, readings and films, and choice of projects to apply values by 1) creating something excellent, or 2) serving life in some way, or 3) special-interest learning to enhance growth or being.

**345-201-76 Growth and Being II:
Personal and Social Power**

Connie Moore
Selby

Rollo May's book *Power and Innocence* shows five levels of power as potential in every human's life. These are the power to be, self-affirmation, self-assertion, aggression, and violence.

This course studies May's understanding of power and the sources of violence. It raises the profound question of *what it means to be a human being*. TEXTS: *Power and Innocence*, Rollo May; *selected readings* available in class.

345-201-76 The United States Today

S. Lal
Selby/FW

The purpose of this course is to help students know more about our neighbouring country as a means of knowing ourselves and our issues better (e.g. national identity, alienation, ecology). The main emphasis of the course will be to examine the nature and the roots of various social and cultural trends in contemporary American society as they relate to environment, technology and history. Newspaper clippings, documentaries, and the basic text book (*Issues of the 1970's*) will provide an ongoing basis for classroom discussions.

345-201-76 In Search of Meaning

J. Philippoussis
Richelieu/FW

The purpose of this course is to help students realize and examine for themselves the dilemma as to whether there is any meaning in human life. The main emphasis of the course will be to analyze a cross section of students' views on life and its value. There will be discussions on consciousness, suffering, hope and other pertinent problems of the human condition in its historical situation.

345-201-76 City: Sense, Design, Discovery

M. Charney
Selby/FW

The purpose of this course is to help students reflect on urban design objectives (in the sense of cultural values related to day to day city living) for the community of Montreal. A framework for categorizing objectives is presented and these categories (themes) are elaborated on in a critical and comparative manner using audio-visual techniques as well as excursions into the city. Various environmental perception skills are practiced in order to heighten awareness. Students have to make regular "reportages" to class concerning conceptual discoveries as well as maintain a work-book of written assignments, sketches, photographs and selected newspaper clippings.

345-201-76 Avant-Garde Art

W.J. Mason
Selby/FW

Students will be presented with examples of modern art movements that have challenged accepted standards of taste, social values, and the very conception of "art" with the broader purpose of encouraging students to identify and criticize their own values and tastes through exposure to art. Content will be primarily visual, with reading of critical and theoretical essays, statements by artists, and E. Lucie-Smith's *Late Modern*. A brief presentation of the origins of Modernism in the arts, but the emphasis will be on contemporary art movements: Abstract Expressionism, Pop Art, "Hard Edge" Painting, Conceptual Art.

345-201-76 Critical Theory

M. Mennasemay
Richelieu/FW

The objective of this course is to introduce students to the art of raising fundamental questions about the knowledge men have of themselves and their society. The course discusses some of the dominant theories in the study of man and society with a view to examining the possible relationships between knowledge and power, knowledge and mystification, knowledge and emancipation.

345-201-75 Judeo-Christian Mythology

M. Crossen
Selby/FW

We shall study the myths, symbols, rituals and archetypes of man's imagination as seen in his accounts of the gods, heroes and "folk". In the accounts of the gods and heroes, and man's association with them, we are able to learn something about our world of imagination — a world that we are often unaware of. The emphasis in this course will be on the Judeo-Christian tradition. We shall be looking at those symbols that reveal the essence of this tradition and see how they are related to the mythologies of our traditions. TEXTS: Joseph Campbell, *Occidental Mythology*; *The Epic of Gilgamesh*; N. Kazantzakis, *The Last Temptation of Christ*; N. Frye, *The Educated Imagination*.

345-201-76 Reflections II

M. Crossen
Selby/FW

This course is an independent study which allows the student to explore and report on some aspects of man as a knowing being. The topics will be decided between teacher and pupil. Readings will be arranged.

345-201-76 Myths, Dreams and Mysteries**N. Hendricks
Selby/FW**

Patterns of the subconscious mind revealed in dreams bear an amazing resemblance to the images and stories of classical mythology. Mythology is an expression of the deepest layers of man's psyche and the study of mythology can give behaviour that could otherwise not be available. This course will attempt to examine ancient myths with a view to finding out what they tell us about personal matters such as ambition, ambivalent feelings to parents, love, friendship, sexuality, madness, suffering, tragedy and death. The course will proceed with an examination of readings from the literature of mythology, modern psychological writings on dreams and by a study of some of the more relevant examples of art and cinema.

345-201-76 Sexism and Racism**P. Hoch
Selby/FW**

The course will investigate the pattern of sexism and racism in the institutions, language, literature and mass culture of Anglo-American society in modern history. Special attention will be given to the social and economic causes of patterns of racial and sexual differentiation, and the manner in which they are reflected in the central socializing institutions of school, church, mass media, private clubs, industry and the state apparatus. We shall also deal with the strengths and weaknesses of the various ideologies, such as feminism and black nationalism, which claim to be solutions to the problems of racism and sexism in this society.

345-201-76 Discovery of Canadian Culture and Society**T. Boness
Selby/FW**

This course aims at introducing new Canadians to Canada's cultural heritage by exposing them to Canadian literature, cinema and art and basically aims at improving and developing English language skills through speaking, reading and writing. Students are urged to read Canadian literature and extensive use is made of audio-visual material. TEXTS: *Le Torrent*, Anne Hébert; *Never Cry Wolf*, Farley Mowatt; *Books of the Eskimos*, Peter Freucher.

345-201-76 Self-Expression and Society**H. Rashid
Selby/FW**

The objective of this course is to study some of the problems of expression and to find ways of meaningful self-expression. It will discuss the social, moral and psychological problems that an individual faces in his development and the quality of consciousness that enables him to cope with the adverse factors. Personal and social front, mask, idealization, individuals' position in a team and other such issues will be analyzed. Special emphasis will be put on the study of some of our creative expressions along with their impact on society. TEXTS: May, Goffman, Jourard and Branden.

345-201-76 The Unity of Knowledge**Norman Bimson
Richelieu**

The "information explosion" of our times is swamping us with an immense accumulation of knowledge and speculation on every conceivable topic. One purpose of this course is to give college students some idea of the many kinds of interests pursued in universities and research centres.

345-301-76 Culture and Transvaluations**N. Khouri
Selby/F**

The goal of this course is to bring students to a critical awareness of their being and ideology within a specific culture, by providing them with methodological tools for the study of culture and of its common problems: notions of class, of environment, of characteristics of age groups, of circulation of products, of types of education, of patterns of sexual behaviour and modes of recreation. TEXTS: Articles from: E. & M. Josephson's ed. of *Man Alone*; selected passages from Wilhelm Reich's *Invasion of Compulsory Sexual Morality*; and Lewis Mumford's *Story of Utopias*.

345-301-76 The Anti-Artist**W. Lirange
Selby/W**

We shall take a formal look at the prime forces of visual art in the West since impressionism, to see artists and ideas as revolutionaries and "synthesizers" in finding impulses and forms for the expression of our own understandings — "Weltanschauung" and instinct.

345-301-76 Creative Communication: Introductory General Semantics

B. Kahane
Selby/FW

This course is designed so that we can study our own personal misvaluations. We approach this by investigating the role that language plays in thought and behaviour. A productive technique of questioning based on General Semantics theory is offered. Its major premise is that language reflects only imperfectly and incompletely the actualities of the external world, that there is a wide gulf between the word and what it stands for, and that the word is intimately related to human behaviour. English as mother tongue or near-equivalent fluency is a course prerequisite.

345-301-76 Renaissance Studies

S. Juzda
Selby/W

This course will concern itself with the Renaissance and the degree to which new perspectives emerged in thought. These changes in science, art, literature, philosophy, man's concept of time and the like will be related to developments in the social and economic fabric of European society between 1348 and 1648. Phenomena such as witchcraft, the role of the child, the invention of printing, the development of credit, the emergence of the vernacular, etc., will be investigated. Hopefully, we shall be able to undertake a study of the totality of a city culture in the Renaissance or of a peasant village over these years.

345-301-76 Eastern Folklore

A. Ahmad
Richelieu/FW

This course aims at studying the creative minds of the people of Asia and Africa as expressed in their folkloric traditions, and investigating the social and cultural backgrounds of those traditions. We shall discuss stories from Ramayane, Mahabharata; Radhakrishna love affair; stories from the Thousand and One Nights and Sufi legends and from African folklore traditions. Basic texts: R.C. Dutt, *The Ramayana and Mahabharata*; N. J. Dawood, *Tales from the Thousand and One Nights*; R. M. Dorson, *Africa Folklore*.

345-301-76 Ideology of Art

Z. Kalba
Richelieu/FW

This course demonstrates how the cultural development of the mind and beliefs determine all forms of artistic expression and shape culture. It provides a general ideological interpretation of art, from cave era to the present.

345-301-76 Art in the Modern World

S. Charney
Selby/W

This course is designed to encourage students awareness and understanding of Modern Art through theory and practice. The former involves unravelling the meaning of modern works of art by carefully analyzing and interpreting them so as to understand how art relates to the individual, society, time and place. The latter enables the student to discover and develop his/her own creative process through actual experience in studio work.

345-301-76 Visual Arts: The Creative Process

S. Charney
Selby

This course is designed to enable students to experience the creative process and to explore how they can express their feelings about themselves and their environment in a visual way. Emphasis will be put on studio art projects which will encourage students to deal with expressing their own personal content and to develop skills which will enable them to do so. Students will also examine how modern art reflects the feelings of the artist society and the environment.

345-301-76 Humanism and Dance (non-performance)

M. Bacal
Richelieu

The history of the dance shows that where ballet dances about kings and queens, the art of modern dance celebrates the common man. The individual and social statements of choreographers studied in this course show how we can escape our world or comment on it through dance. The objectives of the course are: a) to show through the literary forms of history, diary, and biography how the dance reveals man's needs, desires and dreams. These include psychological and social needs. b) to examine some of the works of outstanding choreogra-

phers who have probed the recesses of the human spirit and expressed essential truths which have awakened others to a new appreciation of man's nature. Four required readings are supplemented with audio-visual documentation.

345-301-76 Introduction to the Creative Arts

E. Gottlieb
Selby/W

This course explores the creative process of the artist, his relationship to the medium he uses, the mode of representation and design as an expression of thoughts and feelings. We relate the artist and his work to the period, the social and religious background, and examine how these affect his themes and techniques. The creative process will be explored through workshops, films and seminars. TEXTS: Gombrich, *The Story of Art*, and excerpts from drama and poetry. Films: from Kenneth Clark's *Civilization* series; short films on visual perception, photography and film-making.

345-301-76 Education in Action

F. Rosenzveig
Selby/FW

The purpose of this course is to help one understand more about the learning process as it takes place in oneself and in others, and to better understand how schools function and ways in which they might be improved to enable a higher quality of learning to take place. By setting up opportunities for students to get teaching experience in the community, the course can help them to develop skills and insights as a teacher or facilitator of others' learning. We shall consider our own background and experience (including our project), and study some psychology, philosophy, and history of education. We shall also take a good look at critiques of the present schools, while studying the possible solutions of different kinds of alternative schools.

345-301-76 The Art of Working with Children

W. Weng-Garrety
Selby/FW

This course will help students develop an understanding, acceptance and respect for their personal strengths and limitations through learning and observing the growth and development of the young child. This will be achieved through regular classes and field work supported by readings and written assignments.

345-301-76 Introduction to Mythology

M. Crossen
Selby/F

This course will attempt to introduce the student to the basic archetypal themes of mythology, by beginning with the primitive societies and showing how these primitive themes such as initiation, death and resurrection, creation of the world, and dreams develop and reoccur throughout the history of civilization.

345-301-76 Reflections III

M. Crossen
Selby/W

This course is an independent study which allows the student to explore and report on some aspect of man's creative awareness. Topics will be decided between teacher and pupil. Readings will be arranged.

345-301-76 The Art of Tai Chi Ch'uan

S. Slutsky
Selby/Viger/FW

Tai Chi Ch'uan is an ancient exercise form based on the Chinese philosophical principles yin and yang. It is a choreography of 86 movements done softly and slowly to achieve health, relaxation and concentration. In its four aspects (exercise form; philosophy; medicine; sport), it offers an alternate world view which harmoniously unites seemingly opposite forces. Through the constant practice of the Tai Chi Ch'uan exercise, its universal principles become embodied in oneself, giving one a greater realization of self integration, and of interrelation with the world. This process is called "centering."

345-301-76 Jazz Black Classical Music: An Appreciation

H. Carter
Selby/F

This course is designed to provide the students with a fundamental understanding of the socio-historical development of Jazz music in America. Time will be spent listening to some of the music of the major innovations that have been responsible for making Jazz the force it is today in North America. TEXTS: LeRoi Jones, *Blues People*; Chris Albertson, *Bessie*; Nat Hentoff and Nat Shapiro, *He Me Talkin' to Ya*.

345-301-76 Educational Television

D. Lenkorn
Selby

Students will prepare material of educational interest for presentation on closed circuit television. They will produce their programmes at the Selby video studio. Students will be responsible for establishing educational goals, developing concepts and communicating their ideas through the television medium.

This is an advanced course requiring prior knowledge of production methods. It is open to students who have had some previous experience in television or film production. Students who wish to take this course are asked to speak to the instructor before registering.

345-401-76 Myth, Epic, Faerie

M. Crossen
Selby/W

(offered in Reflections programme only)

We shall study the myths, symbols, rituals and archetypes of man's imagination as seen in his accounts of the gods, heroes and "folk". This semester we shall examine the "daemonic" in man's nature; his struggle to direct that energy which is "daemonic" into channels of creativity instead of destruction. Emphasis will be on man in relation to the family and state.

345-401-76 Focus on China

S. Lal
Selby/F

The objective of this course is to expose students to various changes in the cultural, political and social life of modern China which represents a significant part of the world reality. The course will focus on developments in the areas of education, industrialization, agriculture, urbanization, ideology, in order to analyze their impact on Chinese life. A series of films and newspaper clippings on the subject will be used alongside two paperbacks (one passed on first hand information and the other by Lucien Pye) to provide a basis for classroom discussion.

345-401-76 Man-Made Woman

E. Gottlieb
Selby/W

Much as the images of the ideal woman differ from age to age, these images were conceived and determined by the male. This course will study some of these man-made images of woman through the Arts and Literature, and analyze their connection with our social reality. TEXTS: Ibsen's *Doll's House*; Hawthorne's *Scarlet Letter*; D. H. Lawrence's *Sons and Lovers*, and excerpts from *Sexual Politics*; *The Second Sex*; *The Female Eunuch*; *Man's World-Woman's Place*; *Not in God's Image*, etc.

345-401-76 Islam and Western Civilization

A. Ahmad
Richelieu/FW

Muslim societies of today have been facing a number of issues—those relating to birth control, polygamy, interest and investments, etc. The course will discuss these issues and try to determine how Muslims of various regions of the Eastern World are reacting to them. Basic Text: W. C. Smith, *Islam In Modern History*.

345-401-76 Quebec Society and Politics

S. Nachfolger
Richelieu/FW

The object of this course is to trace the unique trends within the Francophone culture. Close examination is given to the War Measures Act, F.L.Q. Manifesto, and the Parti Quebecois platform. The course also examines Quebec's modern culture, turbulent politics, economy, church, and place within and without Canada's identity as a nation. Topics of discussion include Quebec's three major language acts — Bill 63, Bill 22, Bill 101 — and the White Paper on Referendums. TEXTS: *History of Quebec*, L. Bergeron; *Quebec's Policy on the French Language White Paper on Referendums*.

345-401-76 In Search of the Good Society

J. Philippoussis
Richelieu/FW

The purpose of this course is to help students reflect upon different social problems and ask the question whether there is any possibility for a better society. The main emphasis of the course will be to analyze a cross section of students' views on society and to present different social philosophies which have attempted to answer this question.

345-401-76 Theories of Man**M. Mennasemay
Richelieu/FW**

The aim of this course is to introduce students to different theories of man in a brief and comparative manner. Plato's, Hobbes's, Marx's, Freud's, Sartre's, Skinner's, and Lorenz's theories of human nature are presented and students are encouraged to relate these to contemporary debates on the human condition. The course is based on handouts from primary sources and related texts.

345-401-76 Jews in Modern Time**N. Parry
Selby/W**

This course discusses the cultural development of the Jewish People from Middle Ages to the present. Social aspects of growth through history, customs and literature are examined, and the role of Jews in world affairs is investigated. The course focuses on Zionism, Jewish State and Diaspora.

345-401-76 Future Alternatives**H. Wagschal
Selby/W**

The objective of this course is to critically examine the significant ideas of contemporary writers on the future of technological society; to confront the student with alternatives to traditional institutions, life-style and conceptionalizations of social reality; and to provide field work experience for students who wish to observe or participate in an alternative type of institutional setting. The course content will include the future as a subject of study, a critique of "apocalyptic" vs. new consciousness, themes, changing values and the future; communications and the future; education and the future; alternative lifestyles; creating future-resources and strategies for change. TEXTS: R. Theobald, *An Alternative future for America*; J. Kettle, *Footnotes on the Future*; C. Beitz and M. Washburn, *Creating the Future*.

345-401-76 Television and Communications**D. Lenkorn
Selby**

The purpose of this course is to help students examine the role of television as a communications media in our society. The main emphasis of the course will be to analyze a cross section of television programmes with reference to their value, orientation and social impact. The major part of the course will be devoted to the screening and reviewing of selected pre-taped programmes such as "The National", soap operas, game shows, "All in The Family", etc. Students will learn the technology of television production at the Selby studio.

345-401-76 Cultures: East and West**H. Rashid
Selby**

The objective of this course is to find the meeting ground between the cultures of East and West and to help the student realize the significance of his own culture and appreciate other cultures. It will analyze some aspects of counter-culture and cultural relativism and focus on different beliefs, ideologies and attitudes towards marriage, population control and such other issues. Special emphasis will be placed on the various value systems in Canadian cultures. TEXTS: selections from Brown, Herskovits, Roszak and Russell.

345-401-76 Continuous Man**M. A. and H. Strub
Selby/FW**

This course will attempt to develop insights into contemporary thought often at odds with conventional ways of living and seeing the world. We shall study the life process as interaccommodation, using the work of R. Buckminster Fuller, E. F. Schumacher, Immanuel Velikovsky and others, particularly students and guests whose new and extraordinary ideas seem likely to change and improve our understanding of Spaceship Earth. TEXTS: R. Buckminster Fuller, *Earth Inc.*; E. F. Schumacher, *Small is Beautiful*; Immanuel Velikovsky, *Worlds in Collision*.

345-401-76 Survival**K. McCall
Selby/FW**

An analysis of the art process through the production of objects for everyday use. Involving individual creativity within group participation in a studio setting. The course content will include studio work and individual creativity. Personal research journals and seminars are scheduled.

345-401-76 The New Socialist Movement**Paul Hoch
Selby**

This course will examine the political sociology and political philosophies of the trade union movement, socialist groups, student movement, women's groups, counter-culture, radical professional groups, communalists, ecologists and back-to-nature activists of the seventies. Special attention will be given to the development of socialist perspectives within the Cegeps' student and teacher unions, and to the continuing political practice of our own activists.

345-401-76 Living With Change**M.A. and H. Strub
Selby/FW**

This course will assist the student to improve his own focus on the contemporary scene: home, college, Quebec, Canada and the world. Basically it is a Canadian Studies programme, designed to respond to the wide-ranging interests of students. Course content will include print-outs on current affairs, particularly those affecting the student's personal development; input from outsiders and from projects developed by the students, singly or in groups, for the benefit of the course as a whole. TEXT: Konrad Z. Lorenz, *Man Meets Dog*.

345-401-76 Reflections IV**M. Crossen
Selby/FW**

This course is an independent study programme allowing the student to explore and report on some social issue, either of the past or present, which is of major importance to man. Topics will be decided by teacher and students. The course is based on independent study by the student and weekly tutorials with the teachers.

345-401-76 Negro Slavery as seen by the Slaves**H. Carter
Selby/F**

The major aims of this course are to examine and understand slave life and culture through the valuable literature left behind by the slaves. We shall investigate some of the following aspects of slave life: family, work, rebellion, religion and brotherhood. We shall also compare the conditions of the slaves with those of the industrial proletariat in England. TEXTS: Esteban Montejo, *The Autobiography of a Runaway Slave*; Frederick Douglas, *Narratives*; John Bayliss, *Black Slave Narratives*; William Styron, *The Confessions of Nat Turner*.

345-401-76 Canadian Culture and Society**T. Boness
Selby/FW**

The course develops and explores Canadian culture through the students' participation in Canadian life by means of lectures and open class discussions. Emphasis will be placed on developing the students' language skills through dialogue between student and teacher. This interaction will be significant to the progress of the students' "project" which will concentrate on a specified area of Canadian culture and society. All forms of Canadian literature and audio-visual materials may be used to develop the students' area of interest. TEXTS: W.P. Percival, *Leading Canadian Poetry*, Pierre Vallières, *White Niggers of America*, ed. Renald Bérubé, *Literature Québécoise*, Hugh McLennan, *Two Solitudes*.

345-401-76 Work and Leisure Today**M. Bacal
Richelieu**

This course examines the functions of work and leisure as two central values in man's search for meaning and happiness. The readings focus on the Commitment Ethic in both spheres of work and leisure. When man feels he produces a cause greater than himself, no matter how obscure, happiness is seen as an ensuing product. The required readings deal with both philosophical and pragmatic issues. They combine to reveal basic attitudes, rights and needs of man in work and leisure. The course does not aim to offer panaceas or simple solutions, but rather awareness of points of leverage where the quality of life can be improved.

345-401-76 Caring in Couples and Families**Connie Moore
Selby**

What are the elements that create relationships, that restore and renew relationships? This course is designed for (mature) students interested in working to learn what is involved in CARING in couples and families. TEXTS: *On Caring*, M. Mayeroff; *Becoming Partners*, Carl Rogers; A-V materials on sexuality and communication, selected readings; Caring projects.

COURSE OFFERINGS VIGER CAMPUS

345-101-75 Archetypes of Heroic Masculinity

S. Klein
Viger/FW

This course will explore the origin of the myth of the male hero, its psycho-dynamic and cultural origins, the variety of its expressive forms in literature, art and film around the world. The course content will include the anthropology of heroism in apes and man; psychodynamics of male narcissism; heroic patterns among the Greeks, Japanese, primitive societies, the Medieval English hero, the Romantic Hero, the Western Hero-gunslinger, 20th Century heroism and antiheroism: TEXTS: J. Campbell, *Hero with a 1,000 Faces, Mythic Image, etc*; L. Tiger, *Men In Groups*; Gardner, *Grendel, Sir Gawain and The Green Knight*; Shelley, *Prometheus Unbound*; *Frankenstein*; Genet, *The Balcony*; Marquez, *100 Years of Solitude*; Mark Twain, *Huck Finn*, *Aeschylus*.

345-101-76 Boundary Situations

J. Mitchell
Viger/FW

We shall undertake a rigorous study of some of the ultimate boundaries of human existence as keys to our humanity. Initially some attempt will be made to define the factors which are seen as most important to the student and why these ends or boundaries are of consequence. We shall examine our world in terms of these boundaries. Ideas from thinkers such as Kierkegaard, Nietzsche, Dostoevsky etc. may be introduced within the group discussions as ways of relating to these boundaries.

345-101-76 Man the Communicator

G. Sperling
Viger/FW

This course will follow the development and evolution of human communication from the beginning of speech to the age of electric inter-connection. It will present a chronological, historical view as well as the social, economic, political aspects of the new mass media. Contents: beginning of speech and record keeping; pictograms/ideograms; flexible alphabet, arabic numerals; the age of the manuscript; impact of printing/paper; modern man; mass media in modern society; language and words; space communication; the communal arts.

345-101-76 Canada Past and Present

H. Martiquet
Viger/FW

This course is designed for students whose maternal language is *not* English. It is a critical examination of the social, economic and cultural life in Canada. Oral and written communication will be stressed to help students overcome language difficulties. Studies include the Native peoples of Canada, the Canadian identity, the changes taking place in Québec today, and any other aspect of Canadian life of interest to students. There is no required text. Reading material will be supplied.

345-101-76 Quebec Evolution or Revolution

M. Hershorn
Viger/FW

Against a background of modern world revolution, this course will explore the historical antecedents and socio-cultural assumptions of the Quiet Revolution. It will treat the global problems of co-existence in contemporary multi-national societies. A detailed study of the political process as well as the social, cultural, economic and religious issues will provide the essence of the course. The national unity question will be treated through a multi-disciplinary approach. Topics of discussion will include Federalism vs. Independence, the language question, Bill 101, Sovereignty Association, the rise of the P.Q. TEXTS: Hodgins, *Canadiens, Canadians and Québécois*; Trudeau, *Federalism and French Canadians*; Levesque, *An Option for Quebec*; Bergeron, *History of Quebec*.

345-101-76 The Latin American Connection

M. Hershorn
Viger/FW

This course will discuss "underdevelopment," "imperialism" and "revolution" in Latin America. Emphasis will be placed on examining these processes — past and present — through the eyes of the participants. How do their world views compare with those of Anglo-Americans? What are the implications of their experiences?

345-201-76 or World Simulation (A or B)
345-401-76

J. Asher
Viger/FW

This course offers the student an opportunity to learn about history, power psychology, world trade, international, political and military relations in practice. Twenty countries are created with economies, arms, politics, and full sovereign power. A startlingly realistic simulation is implemented with almost unrestricted creative freedom for participants. Options available are alliance systems, multinational corporations, world peace or war, superstate creation, third world alliance, among many others. The course is a challenge for students in any programme.

345-201-76 Discoveries in Human Creativity

E. Garmaise
Viger/W

We move from the expression of creativity in the arts to the source of ideas through projects motivated by discussion and reading and with college-wide undertakings such as a film programme, art exhibition, theatre visit. TEXTS: Cary, *The Horse's Mouth*; Read, *The Meaning of Art*; Watts, *The Two Hands of God*; Plato, *The Apology* and *Crito* from *The Last Days of Socrates*; Radiguet, *Devil in the Flesh*; Wilde, *De Profundis*.

345-201-76 Black Man and Society

L. Jacobs
Viger/FW

The Macro approach — to offer an analysis of the political activity of blacks in several areas of the western world, with a focus on social/political movements. *The Micro approach* — to offer an analysis of blacks in Canada. We shall integrate these two approaches in an effort to make the material meaningful to the student. Examples of topics include theories of racism; colonialism and decolonization; immigration; neocolonialism and 'independence'; development and underdevelopment. TEXTS: R. Winks, *The Blacks in Canada*; Clairmont and Magill, *Africville*; *The Life and Death of a Canadian Black Community*; Henry, *The Forgotten Blacks of Nova Scotia*; Krauter and Davis, *The Other Canadians*; Pease and Pease, *Black Utopia*; Davis, *When They Come in the Morning*; Haley, *Autobiography of Malcolm X*; Seale, *Seize the Time*; Jackson, *Soledad Brother*; Jackson, *Blood in my Eye*; plus several printed articles.

345-201-76 Understanding Group Behaviour

D. Horne
Viger/FW

We shall study the dynamics of group development and its effect upon group members. Factors such as leadership, communication and decision-making in groups are examined.

345-201-76 Development of Human Potential

D. Horne
Viger/FW

This course aims to develop the individual's awareness and self-knowledge, sensitivity and insight into his potential for creative growth. The various orientations to growth are examined in detail.

345-201-75 Person to Person

D. Horne
Viger/FW

This course aims to examine and develop the effectiveness of the individual's personal communications with individuals and with groups.

345-201-76 Emerging Nations

D. Fielding
Viger/FW

This course will examine contemporary international affairs from the perspective of the Far East. Topics: Chinese and Russian styles of communism; decolonization, economic imperialism and multinational companies; ethnic, religious and linguistic groups in conflict, etc. The course follows world events as they occur and are reported in the media. Newspapers and magazines are the principal reading material. Students choose a particular region for special study.

345-301-74 Art and the Child

A. Levine
Viger/FW

This course is designed to interest students who intend to go into the field of education or to work with children in groups. The objective is to seek out a practical philosophy of creative learning and to develop an appreciation of art and a sensitivity to children. The main aim is to heighten the student's awareness of the child's world of imagination. Theory and practice are closely interwoven in order to develop a creative concept.

345-301-76 Explorations in Art

A. Levine
Viger/FW

The objective of this course is to introduce the subject of Art (painting, drawing, sculpture) by exploring the practical and theoretical principles involved. The main aim is to help students gain a familiarity with art and artists of the past and the present, and in so doing arouse an interest in the visual arts and their relationship to a given society. Studio sessions in drawing and painting will be about one third of the semester.

345-301-76 Propaganda and Communication

J. Asher
Viger/FW

The characteristics of overt and covert propaganda will be examined. The term will be devoted half to theory and half to the propaganda of sexism, the media, psychiatry and narcosis. In general, an attempt will be made to assess how propaganda maintains the power of elites, and molds people's views of what is normal. Classes will be devoted to lecture and discussion. TEXT: J. Ellyl: *Propaganda*.

345-301-76 Adventures in Human Creativity

E. Garmaise
Viger/F

This course is a rigorous programme of reading, discussion, creative experience and exposure to drama, film, architecture, music, etc., in and out of the college, identifying with a view to altering the social conditions which impede our essential human creativity. Carr, *Growing Pains*; Ibsen, *The Master Builder*; Brecht, *Mother Courage*; LeCorbusier, *When the Cathedrals were White*; Fromm, *The Art of Loving*; Allport, *Becoming*.

345-301-76 Cinema and Communications

D. Lenkorn
Viger

The purpose of this course is to examine the place of cinema as a communication media in our society; to become aware of the communication present in films and the effect it has on our personal and social values; to develop a critical appreciation of cinema as art and an understanding of cinema technology. Several feature films and documentaries are shown and analysed. TEXT: Lee R. Bobker, *Elements of Film*.

345-301-76 The Art Of Mind Control

N. Regush
Viger/FW

We shall examine how we are affected by the mass media — advertising in particular, and discuss ways we can learn to defend ourselves against manipulation. This course will also explore how we can learn to better control the mind and body. Other topics include states of consciousness, learning techniques, psychical research and the social implications, mind and health, and men and women growing together. TEXTS: *Dream Worlds*; *Frontiers of Healing*; and *Media Sexploitation*.

345-301-76 Collective Creation

H. Martiquet
Viger/FW

The purpose of this course is to create a dramatization of societal conflicts which reflect inequities and/or absurdities in our society. It is a move from concern to protest through the medium of theatre. Themes will be determined by students and will reflect their dissatisfaction with various aspects of organized society. Technology, mass media, racism, sexism, poverty, pollution, are among possible themes for collective creation. This course is recommended to students whose maternal language is *not* English.

345-301-76 Introduction to Creative Arts

D. Harding
Viger/FW

This course will provide a critical training that is both analytical and synthetic of the artistic process, and to further an understanding of how artistic process is involved in both the identity of the artist and the audience. Contents: art as communication; art and identity; art and aesthetics; art and rhetoric. TEXT: Van Nostrand, Rhinehold Visual Series; Films: *Midnight Cowboy*, and 8½ (Excerpts).

345-301-76 Dreams in Shiny Packets

R. Brooks
Viger/FW

The objectives of this course are to encourage serious consideration of the impact of mass

entertainment on day-to-day life in modern society; to encourage the development of critical discrimination and lay the foundation for an aesthetic of popular art; and to pave the way toward the formulation of new standards and controls for the entertainment industry so that our future will not be as directionless as our past. Contents: an examination of various popular arts (westerns, comedy, horror, science-fiction, soap-opera, comics, pro sports, pop-music, best-sellers, detective-spy-cop dramas, etc), focusing on their historical development, aesthetic merits, powers of appeal and persuasion, and their relation to the broader socio-cultural context.

345-401-76 Human Sexuality

D. Snowden
Viger/FW

The word "sex" immediately brings to mind ideas of erotic excitement, of sexual intercourse, of male and female. These conceptions are clearly important. This course attempts to develop the topic realizing sex touches upon our lives in many diverse ways. The course will treat human sexuality in an interdisciplinary nature representing aspects from medicine, anthropology, law, literature, psychology, sociology, politics, ethics, and others to be negotiated with class members.

345-401-76 Canadian Farming

G. Green
Viger/Richelieu/FW

This is a basic course in agriculture and conservation. Among topics covered are soils, fertilizers, crops, beef and dairy cattle, swine, sheep, poultry and small stock. We shall also look at farming as a way of life and discuss the sociological and political problems now occasioned by our decreasing farm population. Students electing this course should have a genuine interest in the land.

345-401-76 Folklore in Action

L. Melamed
Viger

Are folk traditions a thing of the past or are we all traditionbearers? This course will emphasize the importance of understanding one's own cultural heritage as a foundation for understanding oneself, others, and the pluralist society in which we live. Variations, similarities and differences in folk communities throughout the world will be studied through songs, dance, games, foods, tales, superstitions, crafts, customs etc.

345-401-76 Future Alternatives

Harry Wagschal
Selby/W

The objective of this course is to critically examine the significant ideas of contemporary writers on the future of technological society, to confront the student with alternatives to traditional institutions, life-style and conceptionalizations of social reality, and to provide field work experience for students who wish to observe or participate in an alternative type of institutional setting. The course content will include the future as a subject of study, a critique of "apocalyptic" vs. new consciousness, themes, changing values and the future; communications and the future; education and the future; alternative lifestyles; creating future-resources and strategies for change. TEXTS: R. Theobald, *An Alternative Future for America*; J. Kettle, *Footnotes on the Future*; C. Beitz and M. Washburn, *Creating the Future*.

345-401-76 Architecture and Politics

E. Garmaise
Viger/F

This course will involve walking tours with camera or sketchbook to discover our city — its history, its face, its spirit, its composition, its changes and how change is wrought. TEXT: *Exploring Montreal*. Other readings, films, and papers will be assigned in class. A term project will be designed by the students.

345-401-76 Poverty in Canada

M. Hershorn
Viger/F

The objective of this course is to sensitize students to the nature and extent of poverty in Canada, to the experience of being poor, to measures undertaken by government and private agencies to eliminate poverty, and to proposed new approaches to the question. Topics will include poverty and the child; poverty, crime and delinquency; native people poverty; the culture of poverty; the politics of poverty; the psychology of poverty; the welfare state; the guaranteed

income; the poor as consumers; the poor as debtors; the war on poverty; poverty and the multi-national corporation; sterilization — who decides? citizen action groups; breaking the poverty cycle. TEXTS: Adams, *The Real Poverty Report*; Harp and Hofley, *Poverty in Canada*; E. Puxley, *Poverty in Montreal*; *Poverty in Canada*, Special Senate Committee Report.

345-401-76 Newspapers: Myth/Reality

D. Mitchell
Viger/FW

This course undertakes to teach students how to look critically at the local scene as the press creates, stresses, manipulates, distorts or mutes issues in pursuit of specific goals. Students will examine newspapers and compare the reporting of single events as seen from Francophone, Anglophone, ethnic, party, and socio-economic viewpoints and will choose, individually or in collaboration, topics of interest to them and on which they will report in class discussion. TEXTS: No texts will be required but students will be expected to supply themselves with newspapers and magazines of their choosing.

345-401-76 Marxist Thought

G. Fagan
Viger/FW

This course is an introduction to the Marxist viewpoint of philosophy, politics and social analysis. It will be structured around a critical reading and discussion of basic selected texts from the Marxist tradition. The course will deal with such issues as Marxist theory on the state; the Marxist interpretation of history; the scientific methodology of Marxism or "dialectical materialism"; the theory of revolution; Lenin's theory of the party; Trotsky's theory of Permanent Revolution and the Marxist analysis of Bureaucracy. The texts to be read will be available to the class in the form of printed handouts.

345-401-76 Revolution in the Twentieth Century

M. Blaker
Viger/FW

The purpose of this course is to extract the "principal lessons" of "revolution" and "counter-revolution" from examples of these processes in the present century. Are these processes justified as solutions to the problems that virtually threaten to end Mankind's existence? We shall compare these "lessons" with the variants of Marxist thought and action active in the revolutions of our time (the dialectics of revolution). Finally, we shall apply our results to an analysis of the rhetoric of revolution and reaction that directly concerns our lives here in Canada and Québec.

345-401-77 The Politics of Experience

N. Regush
Viger

We shall focus on the ways we learn to block our emotional life and bow to the routinized, regimented expectations of our society. The course will begin with an evaluation of the work of psychoanalyst Wilhelm Reich, who studied the relationship between character and society as well as the mass psychology of fascism. Other key thinkers such as Ronald Laing, Alan Watts, George Leonard and Herman Hesse will be discussed. TEXTS: *Listen, Little Man*; *Politics of Experience*; *The Wisdom of Insecurity*; and *Steppenwolf*.

CREATIVE ARTS

ARTS PLASTIQUES

(FINE ARTS) 051.00

The Arts plastiques programme is a two-year pre-university concentration in Fine Arts within the Visual Arts Department. It provides the student with a solid basis for further studies in Fine Arts and Crafts at the university or college level.

The programme is designed to give students basic training and exposure in various artistic disciplines and media. Students will be given the opportunity to research and document visual phenomena (elements of the visual language and modes of pictorial and spacial organisation). A survey course in Art History provides students with basic knowledge of the masterpieces, their creators and periods from which they emerged. Through this documented course, a theoretical education of the visual language supports and integrates the studio experience.

The Fine Arts courses are primarily studio courses. They are geared towards stimulating personal growth, self expression and developing a better understanding and manipulation of visual dynamics with artist's materials.

ADMISSION REQUIREMENTS

Students must have a Secondary V Certificate Granted (or its equivalent) or be of mature student status (20 years of age or older and Canadian citizen or landed immigrant). All applicants will be interviewed and will be required to present a portfolio of recent works done at home and in school. The portfolio should include at least 30 drawings, paintings, prints or any work which is indicative of the level of artistic ability and achievement.

CONTENT OF PROGRAMME

YEAR I TERMS I AND II

English (2)
Humanities (2)
Introduction to 2-D Art I and II
Introduction to 3-D Art I and II
History of Art I and II
Colour I and II
Drawing Techniques I and II
Materials I and II

YEAR II TERMS III AND IV

English (2)
Humanities (2)
2-D Art III and IV
3-D Art III and IV
History of Art III and IV
Specialized Techniques (4)
Option (drawing)

The following courses are for Creative Arts students taking Fine Arts as a discipline.

YEAR I TERMS I AND II

English
Humanities
Cours Complémentaire
Research and Documentation on Visual Phenomena
I. Elements of the Visual Language
II. Modes of Pictorial Organisation
History of Art I and II

YEAR II TERMS III AND IV

English
Humanities
Cours Complémentaire
Pictorial Organisation
or
Spacial Organisation

Fine Arts courses are also available for students in other disciplines who are interested in taking them as electives (cours complémentaires).

COMMUNICATIONS/CINEMA

Dawson's Communications/Cinema Department offers the greatest variety of courses in cinema and photography of all other Cegeps. Every faculty member has had both academic training and professional work experience in the mass media. The department accommodates those students who are primarily seeking entrance to university as well as those students who are interested in developing their skills and talent for possible employment upon graduating from Dawson College. The production techniques of most mass media as well as the means for their critical analysis are presented to students through supervised practice in the laboratory and the studio, film screenings and discussions, guest lectures, etc.

The following courses bearing the code 589 may only be used as *complementary courses* in any programme. They may never be used as disciplines in the student's field of concentration.

589-101-75	Communications I
589-301-75	Still Photo I
589-401-75	Technology of Photography
589-535-75	Visual Persuasion I
589-903-75	Critical Journalism
589-904-75	Art of Radio

The following courses bearing the code 530 compose the *Cinema discipline* of the Creative Arts program.

530-901-77	Man and Film
530-902-77	Styles of Cinema (double credit with 530-950-77)
530-910-77	History of Film
530-912-77	Film Nouveau (PR: previous Cinema course)
530-921-77	Film & Culture
530-930-77	Language of Film
530-940-77	Art of Film
530-941-77	Documentary Film (with instructor's permission)
530-950-77	Script to Screen I (double credit with 530-902-77)
530-951-77	Script to Screen II (with instructor's permission)

COURSE DESCRIPTIONS.

589-101-75 Communications I

This course introduces students to a general theory of communications and gives a historical sense to the on-going process of how identity is established and developed by communications systems. A variety of media is examined such as photography, words, body language, film, television, drama, etc. Using these insights film script writing is closely studied.

589-301-75 Still Photo I

Students will familiarize themselves with the operation and possibilities of a still camera. This introduction to still photography in black and white concerns itself with the following: exposure, aperture, depth of field, framing, films, film speeds, lenses, filters, camera use, light meter, portrait lighting, tungsten lighting, available light, composition and the visual considerations pertaining to the nature of photography. Basic principles of darkroom operation are presented. Students will be required to pay for their own materials.

589-401-75 Technology of Photography

This course is primarily aimed at students wishing to obtain a deeper knowledge of the mechanics of studio and darkroom procedures. Emphasis will be placed on studio lighting, correct exposure, negative analysis and print quality control. Students will be required to choose three out of four areas of concentration: portraiture: head and shoulder studies, expression shots and group shots; photo journalism: news-type shots, picture story and candid; studio: catalogue, texture, metal, glass, advertising and illustration, fashion and montage; architectural and industrial: macrophotography. Students will be required to spend approximately \$27 for course materials.

589-535-75 Visual Persuasion I

This course is intended to produce an awareness of the tools, media, design elements and processes of advertising and publicity specifically as they pertain to visual design including print. Contents: the perceptual factors of visual communication, organization of shape, form, balance, weight and colour and the combination of image, head and copy. Basic layout and introduction to copy are critically examined.

589-903-75 Critical Journalism

In order to look critically at the way in which news is selected and set down, the class will examine various daily newspapers available in this city, both English and French. It will study the role of politics, reporter bias, style, editing and format in influencing the way a story is reported, and will examine whether news is really an objective account of "the day's major events". The course will also look at feature writing as a tool for more in-depth coverage of the issues and events in the news. It will instruct students in the techniques of feature-writing and encourage them to do feature writing of their own.

589-904-75 Art of Radio

This course will acquaint the student with a theoretical and practical introduction to the basic communications skills used in modern radio broadcasting. Students will be evaluated on class-room work and assignments dealing with 1) announcing; 2) commercials; 3) entertainment programming; 4) news and public affairs programming; 5) operations.

530-901-77 Man and Film

This course explains the relationships between motion pictures, the individual and society, and develops an understanding of how film reconstructs economic, political, cultural and psychological aspects of a society. Selected films (not exceeding five) are intensively studied in terms of the phenomenology of films.

530-902-77 Styles of Cinema

The nature and evolution of several film styles will be considered as commercial strategies to attract large audiences. Westerns, epic adventures, and suspense-thrillers will be studied. Fee for film rentals: \$20.

530-910-77 History of Film (Humour and Horror)

Humour and horror films of the early silent era and the sound films of the thirties and forties will be examined and compared in terms of their technical and artistic achievements. Concentration will be placed on the very early developments of film technology with particular emphasis on the work of Melies, Porter and other pioneers. The fundamentals of the film script and the working vocabulary of the film maker will be introduced. We shall examine the links between film and literature, the various genres of film; the psychology and changing rhetoric of the film maker; how the film maker (writer-director-producer) creates aesthetic styles. Students will be required to do assignments based on historical analysis of relevant subjects, such as W.C. Fields, The Marx Bros., Laurel and Hardy, Chaplin, Keaton, King Kong and friends.

530-912-77 Film Nouveau

This course will examine selected young film makers of the 60's and the 70's (Antonioni, Truffaut, Kubrik, Lucas, Godard, etc) who renewed the film formula of their peers by adjusting to meet a new audience. Every film maker will be examined in terms of his work, his cinematic preoccupations, his role in the history of film and his contributions to the development of the cinematic language.

530-921-77 Film & Culture

The role of film in the development and analysis of cultural identity will be examined. Students will be encouraged to do comparative studies of various North American, European, and Asian Films. Fee for film rentals: \$20.

530-930-77 Language of Film

This course will examine the shaping forces of film language: what is in a film? the film as fact (documentary); the film as fiction (feature). The functional aspects of film making — production, direction, writing — are described. Examination of the psychological bonds between film maker and audience is made. Special topics include symbolism, comedy, television commercials.

530-940-77 The Art of Film

Students will be introduced to the art of the image-making process. Films, photography, painting and other art forms will be studied as means of personal and cultural expression. Students will be required to apply aesthetic principles in their photographic assignments. Fees for materials: \$20.

530-941-77 Documentary Film

This course will analyze the techniques, and subjects of films designed as social documents to change ideas, attitudes and behaviour. Particular attention will be directed toward the study of Canadian documentaries.

530-950-77 Script to Screen I

This course offers an introduction to film production emphasizing: camera methods: super 8mm and video, and lens usage; lighting: studio and location; sound techniques: multitrack audio recording: pre-production methods; scripting, storyboard, scene breakdown, production board, budgeting, etc: directing techniques: post production: editing sound and picture, techniques of continuity. Students will produce creative exercises in film in addition to a sixty-second final film or video project. Students will be required to pay a lab fee of \$25.

530-951-77 Script to Screen II

This course is a continuation of Script to Screen I. Particular attention is devoted to the development of a significant film portfolio. Students will be required to pay a lab fee of \$25.

MUSIC

Students wishing to prepare for musical studies at the university level will take the following six music courses:

- 550-901-76 Materials of Music I
- 550-902-76 Materials of Music II
- 550-903-76 Materials of Music III
- 550-904-76 Materials of Music IV
- 550-921-76 Ensemble and Improvisation I
- 550-922-76 Ensemble and Improvisation II

However, all music courses are open to interested students. Individual instruction in the playing of musical instruments is not offered. The principal aim of the department is to provide a thorough understanding, theoretical as well as practical, of the functioning of the tonal system, by means of the Pantonal method, through the learning of techniques rather than rules and exceptions to rules. Students are encouraged to ask "why". This work goes hand in hand with practical application through ear training (solfeggio and dictation) and participation in instrumental/vocal groups.

The "BMI Canada Limited Prize" of \$50 annually has been made available to the Dawson College Music Department to be awarded to a student composer.

550-901-76 Materials of Music I Richelieu/FW

Theory of pitch structure, diatonic intervals, chords, scales, chromaticism, with instrumental application. Ear training (solfeggio and dictation) with instrumental verification. Study of musical notation of metrics, phrasing, beat and pitch. Fundamental chord progressions. (Pantonal 1-2-3-4).

550-902-76 Materials of Music II Richelieu/FW

Theory of rhythm (groupings only) and theory of chord patterns (diatonic and chromatic) with instrumental application. Solfeggio and dictation. (Pantonal 171).

550-903-76 Materials of Music III Richelieu/FW

Theory of rhythm (subdivisions) and theory of chord patterns. Foreign (appoggiatura) chords. Basic notions of part-writing with instrumental application. Solfeggio and dictation. (Pantonal 170 and 180).

550-904-76 Materials of Music IV

Richelieu/W

Theory of rhythm (irregularities) and theory of chord patterns (complex chromaticism). Continuation of the study of part-writing, with instrumental application. Solfeggio and dictation. (Pantonal 180 and 210).

550-911-76 Music Literature I

Richelieu/F

This course is an introduction to the technique of listening to music. It is historical in that the auditory experience is arranged in chronological order and that there is a text, but the aim is to allow the student develop a conscious awareness of the best known works of the masters of each period of music history. Study of the more common musical forms is emphasized. TEXT: Carter Harman, *A Popular History Of Music*.

550-912-76 Music Literature II

Richelieu/W

More detailed study of four composers selected in collaboration with the class.

550-921-76 Ensemble and Improvisation I

550-922-76 Ensemble and Improvisation II

Richelieu

Prerequisite; Materials of Music I. Application of techniques studied in the Materials of Music class, vocal and instrumental ensembles, supplementary ear training in dictation laboratory (Pantonal 410, Programmed Music Dictation).

LANGUAGES AND LITERATURE

FRENCH AND MODERN LANGUAGES

SELBY/VIGER

FRENCH

French at Dawson is designed to fulfill five specific aims: to give students the opportunity to acquire a working knowledge of the French language; to get students acquainted with French and French Canadian civilization, culture, language and literature; to provide a continuing process of learning and practice to students who have achieved a certain degree of proficiency; to constitute a new start for students whose dissatisfaction and frustration are the result of inadequate previous instruction in French (audiovisual methods used to enable students to concentrate on oral expression and to acquire speaking ability quite rapidly); to prepare students for a future specialization in French at university.

In order to achieve the above objectives, the French department has set up two main categories of courses: language and literary:

A. LANGUAGE COURSES:

Group 1. Audio-visual methods: from beginners' courses to advanced conversation courses.

Group 2. Written expression: from elementary grammar to creative work and translation.

Group 3. Thematic courses: grouping lectures, seminars, reading and writing.

B. LITERARY COURSES:

French and French Canadian literature, linguistics and stylistics. This category of courses appeals primarily to students who are fluent in French and also to those who intend to take French as a specialization.

BEGINNERS' FRENCH SERIES.

FRANCAIS ELEMENTAIRE 1

602-102-72 (Beginners' French 1)

This course is intended solely for students who have had no previous instruction in the French language. Audio-visual methods will be used to promote individual achievement and oral fluency.

FRANCAIS ELEMENTAIRE 2

602-202-72 (Beginners' French 2)

This course is the continuation of French 102.

FRANCAIS ELEMENTAIRE 3

602-302-72 (Beginners' French 3)

This course is the continuation of 202.

INTERMEDIATE

FRANCAIS INTERMEDIAIRE 1

602-113-72 (French in Review 1)

This course is open to all students whose high school leaving results or placement interviews indicate that it is necessary, before proceeding to more advance courses. Audio-visual methods will be used to review basic structures and promote oral comprehension and fluency.

FRANCAIS INTERMEDIAIRE 2

602-213-72 (French in Review 2)

Prerequisite: 602-113-72 or equivalent mastery. This course is the continuation of French 113.

FRANCAIS INTERMEDIAIRE 3

602-313-72 (French in Review 3)

Prerequisite: 602-213-72 or equivalent mastery.

Through audio-visual methods, conversation and laboratory exercises, the student will pursue his attempt to master the French language. Although the emphasis will be put on oral French, some written work will be required.

602-323-77 Expression Ecrite

Prerequisite: 602-313-72 or equivalent mastery.

This course is open to Anglophone students having a good command of oral French and to Francophone students who went to an English-speaking high school. It includes a grammar review based on the most common problems of written French. This course will enable the student to enrich his vocabulary as well as improve his written French.

FRANCAIS INTERMEDIAIRE 4

602-413-72 (French in Review 4)

Prerequisite: 602-313-72. This course is the continuation of French 313.

602-423-77 Expression Ecrite 2

Prerequisite: 602-323-72 ou l'équivalent.

Ce cours a pour but de familiariser l'étudiant avec les rudiments de la composition

française. On procédera à l'étude du vocabulaire et des structures au moyen de textes d'auteurs canadiens et français; d'autre part on enseignera aux étudiants à établir un plan logique (introduction, développement, conclusion) à partir d'un sujet. On passera ensuite à la rédaction de compte-rendus, de lettres administratives et autres, et de récits, de synthèses, de discours.

602-433-77 Table Ronde

Prérequis: 602-413-72 ou niveau équivalent.

Echanges d'idées sur divers thèmes d'actualité visant à développer chez l'étudiant la possibilité de participer activement, par la conversation, à la vie française de son milieu et de discuter en français des problèmes d'actualité. Utilisation de quotidiens, magazines, revues diverses, romans au choix. Documentation audio-visuelles.

602-443-76 Prononciation Pratique

Ce cours s'adresse à des étudiants de niveau 400 ayant des difficultés de prononciation qui les empêchent d'améliorer leur expression orale. Contenu: étude des difficultés phonétiques du français; entraînement à la compréhension orale du français; courts dialogues joués par les étudiants et enregistrés à la caméra vidéo.

COURS AVANCES

Les cours de niveau avancé, y compris ceux de littérature et de civilisation, sont aussi des cours de langue, en français — langue seconde. A l'intérieur des cours avancés, il y a trois niveaux de cours:

— Les cours de conversation s'adressent aux étudiants anglophones voulant surtout améliorer leur français oral (602-913-72);

— Les cours ayant un contenu spécifique visent l'amélioration et de l'oral et de l'écrit. Ces cours ont pour but le développement du sens littéraire de l'étudiant et/ou la compréhension d'un monde culturellement différent du sien;

602-901-72 Initiation à la Littérature et à La composition

Ce cours a pour but d'initier l'étudiant à la littérature et à la composition. Sans être obligatoire, il se veut une étape préparatoire aux autres cours plus spécialisés de langue, de littérature ou de civilisation. Etude de romans, de quelques poèmes, d'une pièce de théâtre, de contes ou nouvelles. Les œuvres seront choisies principalement parmi les auteurs contemporains.

602-908-74 Le Français, Langue des Affaires

Ce cours appliquera les principes de la rédaction et de la communication dans le monde des affaires. Les étudiants apprendront à lire correctement un texte donné auquel ils répondront dans les formes usuelles, à rédiger des lettres d'affaires, des comptes-rendus et des procès-verbaux, et à s'exprimer devant un public avec efficacité et confiance en soi.

602-911-77 Composition

Prérequis: Français 423 ou équivalent.

Ce cours s'adresse aux étudiants ayant déjà acquis une bonne connaissance de la langue française. Il a pour but de mettre à leur disposition un vocabulaire varié, riche et nuancé de façon qu'ils soient en mesure de s'exprimer avec concision et élégance, au niveau de la composition.

602-912-77 La Traduction

L'objectif de ce cours est de familiariser les étudiants aux techniques de base en traduction. La langue de départ serait l'anglais et la langue d'arrivée le français. Ce cours s'adresse donc aux étudiants qui ont une assez bonne connaissance du français et de l'anglais.

602-913-72 Entre Nous (ancien Table ronde II)

Ce cours a pour but de permettre à un étudiant qui a une bonne connaissance de la langue française, d'exprimer ses idées et ses sentiments d'une manière précise et nuancée, de réagir spontanément en français devant l'événement, et d'évoluer au sein du groupe en utilisant une langue soignée. Les sujets de conversation seront choisis en fonction des intérêts du groupe.

602-921-72 Le Roman Français Contemporain

Ce cours se propose de montrer l'évolution du roman au XX^{ème} siècle, en se plaçant du point de vue de la création romanesque. On partira d'un récit romanesque traditionnel pour aboutir au nouveau roman et on essaiera de dégager des formes de création et une vision du monde propres à notre époque.

602-922-77 Art Dramatique et Expression Gestuelle

Destiné aux étudiants bilingues et qui aimeraient jouer, ce cours comprendra des exercices de voix, de diction, de maintien, d'improvisation théâtrale, ainsi que plusieurs textes dramatiques à étudier et à apprendre par coeur en vue de procéder à leur mise en scène et à leur représentation théâtrale. On y exige une bonne participation.

602-922-77 Le Théâtre

Ce cours a pour but de faire découvrir aux étudiants un nouveau genre littéraire tout en leur permettant d'améliorer leur expression orale et écrite. On débuttera par des généralités sur les origines du spectacle, l'histoire du théâtre et des rapports du théâtre et de la société. On étudiera certaines pièces françaises et québécoises, si possible, en fonction des représentations qui se donneront en ville.

602-924-77 La Poésie et Nous

Cours d'introduction à la poésie. Par la culture de certains textes choisis, l'étudiant sera amené à approfondir peu à peu la langue du Québec et de la France contemporains. Ce cours se propose de sensibiliser le lecteur aux diverses métamorphoses de l'imagination créative et du système fermé-ouvert qu'est l'unité poétique. On fera appel à la sensibilité de l'étudiant pour lui permettre d'accéder à l'univers sensoriel du poète et à l'étude des thèmes majeurs.

602-926-77 Essai

Ce cours étudiera le thème du féminisme sous ses aspects historique, social, littéraire en France et au Québec. On verra spécialement comment les écrivains du temps ont perçu la femme: en chauvins, en ennemis jurés ou en féministes. Une collection de textes sera obligatoire comme lectures et des exposés individuels sous forme de travaux écrits et oraux tiendront lieu d'essais.

602-934-77 Littérature Québécoise

Initiation aux lettres québécoises à partir d'une sélection de textes significatifs, puisés dans le répertoire du roman, du théâtre, de la poésie ou de l'essai. On tentera de montrer l'évolution de la littérature québécoise dans le contexte historique et sociologique.

602-942-77 L'Amour

Le thème de l'amour sera abordé sous les différents aspects qu'offrent la littérature, la musique, le théâtre, le cinéma, les arts plastiques. On essaiera d'analyser en profondeur l'importance de ce sentiment à travers les coutumes nationales de quelques pays et tout au long de l'histoire de la civilisation. Les théories sur l'amour seront abordées (Stendhal, etc.) et une large part du cours sera accordée à la signification de l'amour en 1976-77 et au phénomène hippie.

602-951-77 Chanson Québécoise

Le but de ce cours est d'amener l'étudiant à prendre connaissance des grands noms de la chanson québécoise. La présentation des chansons se fait par thèmes: l'amour, la nature, le pays, etc. L'audition des chansons ainsi que les textes écrits servent de point de départ pour l'analyse et la discussion des thèmes. L'étudiant doit soumettre des rapports écrits et présenter deux exposés oraux. La présence est requise et vaut pour 35% de la note finale.

Chanteurs étudiés: Leclerc, Vigneault, Ferland, Charlebois, Beau Dommage, etc.

602-943-77 Beaux-Arts et Littérature

La peinture, la sculpture, la musique, l'architecture, autant de domaines à explorer. Y a-t-il évolution ou bien retour aux valeurs absolues? L'art contemporain est-il une mystification générale ou une libération? L'analyse des fonctions de l'art, l'étude des critiques d'art et un regard sur le monde des arts permettront une meilleure compréhension des œuvres.

602-944-77 Littérature Comparée

Ce cours se propose de mettre en parallèle des oeuvres marquantes de la littérature

française et québécoise plus particulièrement avec des oeuvres de la littérature d'expression anglaise, (canadienne, américaine, britannique) qui présentent des similitudes. La majorité des oeuvres choisies seront canadiennes.

602-951-77 Le Québec

Ce cours constitue une exploration de la vie québécoise sous ses multiples aspects historiques, sociologiques, géographiques, économiques, politiques et culturels. Des excursions dans le milieu montréalais, le visionnement de films, la lecture d'ouvrages spécialisés, de journaux, de revues serviront d'appui méthodologique à l'étude de ces différents aspects.

602-952-77 Cinéma

Ce cours se propose d'étudier en détail l'art cinématographique, à travers les oeuvres marquantes du cinéma d'expression française (Québec, France, Suisse, Belgique, Continent Africain). Le cours a pour but de sensibiliser l'étudiant au cinéma, en tant qu'art, langage et industrie. Plusieurs travaux se feront sur des oeuvres canadiennes récentes qu'on abordera à la fois sous l'aspect technique et sociologique, esthétique et psychologique.

GERMAN

609-101-70 Elementary German I

G. Hoffman
Richelieu

This course is an introduction to understanding, speaking, reading, and writing German. Students will acquire the essential elements of grammar and syntax and of a basic vocabulary. Tapes are available in the language laboratory for additional practice. (Students whose native language is German may not take this course.)

609-201-70 Elementary German II

G. Hoffman
Richelieu

Prerequisite: German 101 or equivalent.

This course is a continuation of German 101, using the same books.

609-301-70 Intermediate German I

G. Hoffman
Richelieu

Prerequisite: German 201 or equivalent.

Contents: Review of grammar and syntax, building of an increased vocabulary, reading of contemporary German short stories; frequent written and oral assignments.

609-401-70 Intermediate German II

G. Hoffman
Richelieu

Prerequisite: German 301 or equivalent.

This course is a continuation of German 301.

609-421-70 Introduction to German Literature

F.P. Haberl

Contents: A survey of German literature from the Age of Goethe to the present; reading and discussion of representative texts; listening to German plays on tapes. There will be frequent written and oral assignments.

HEBREW

611-101-71 Elementary Hebrew I

N. Parry
Selby/F

This course is designed for the beginner or for the student with a weak background in reading and writing and a training in listening and speaking. The course covers a wide variety of topics containing the cultural elements that characterize Israeli society. The course is presented in three cycles: the reading-listening cycle, the reading cycle, and the writing cycle. In this way the student will review the material three times in different ways and thus have the benefit of built-in review and reinforcement.

611-201-71 Elementary Hebrew IIN. Parry
Selby/FW

This course is a continuation of Hebrew 101

611-301-71 Intermediate Hebrew I

N. Parry

611-401-71 Intermediate Hebrew II

Selby/FW

Grammar will stress syntax. Oral and written expression will be further developed. Active vocabulary of 1000 words, passive of 2000 words. The student will be expected to comprehend the oral reading of a text on a general topic or an everyday conversation; to write short compositions (approximately 100 words) on known subjects; to read a text of medium difficulty; and to understand the meaning of more complicated texts with the help of a dictionary. The course is a continuation of the study of Israel, its institutions, geography and history.

611-411-73 Introduction to Biblical Civilization of IsraelN. Parry
Selby

This course will give students historic and geographic insight on biblical Israel as well as cover its political, social and economic institution, and the various streams of Hebrew thinking. The course will be given exclusively in Hebrew, relying on a choice of biblical texts.

611-954-71 Modern Hebrew Literature I**611-964-71 Modern Hebrew Literature II**

N. Parry

611-974-71 Modern Hebrew Literature III

Selby/FW

This course is given entirely in Hebrew. A study of selected modern Hebrew writers such as Agnon, Bialik, Rachel, Goldberg, etc.

ITALIAN

608-411-75 Italian Civilization

T.B.A.

608-412-75

Selby

This course is an introduction to current day Italy as seen through its economic, political and social institutions; cultural heritage of Italy — geography, history and literature of art; readings, composition on chosen topics; oral presentations. When required, oral and grammar review.

608-301-70 Intermediate Italian

S. Gulizia

608-401-70

Selby/Viger

Contents: Audio-lingual and written instruction; advanced grammar, active knowledge of 2,000 words of vocabulary; readings from Italian authors (anthology) or equivalent.

608-101-70 Elementary Italian

S. Gulizia

608-201-70

S. Bozyk

Selby/Viger

Contents: Acquisition of basic structures, aural, oral and written comprehension; elementary readings; fundamental Italian vocabulary of 1,000 words.

RUSSIAN

610-101-70 Elementary Russian IS. Bozyk
Selby

This course will acquaint students with writing, reading, speaking and understanding basic Russian vocabulary through short readings, simple conversation and assignments. The approach in class and laboratories will be audio-lingual.

610-201-70 Elementary Russian IIS. Bozyk
Selby

Prerequisite: 610-101 or equivalent.

This course is a continuation of Elementary Russian I.

610-301-70 Intermediate Russian I

S. Bozyk
Selby/F

Prerequisite: 610-201 or equivalent.

This course offers a review of grammar, readings, conversation, compositions — thus to give students a better understanding of the Russian language and culture. Audio-lingual participation is required in class and laboratories.

610-401-70 Intermediate Russian II

S. Bozyk
Selby/W

Prerequisite 610-301 or equivalent.

This course is a continuation of Intermediate Russian I.

SPANISH

607-101-70 Elementary Spanish I

D. Bargelletti
S.L. Chow
Selby/Viger/F

Students who have had previous instruction in Spanish or whose first language is Spanish may not take this course. The course offers an introduction to understanding, speaking, reading, and writing Spanish; basic structures and vocabulary; controlled conversation; short readings, and written assignments. Stress is placed on oral work. Audio-lingual participation in class and laboratories is required.

607-201-70 Elementary Spanish II

D. Bargelletti
S.L. Chow
Selby/Viger/W

Prerequisite: Spanish 607-101-70 or equivalent

This course is a continuation of Spanish 101

607-301-70 Intermediate Spanish I

S.L. Chow
D. Bargelletti
Selby/Viger

Prerequisite: Spanish 607-201-70 or equivalent.

The course offers some review and introduction to new grammatical structures and vocabulary. There will be conversation, reading, and written assignments. Audio-lingual participation in class and laboratories is required.

607-401-70 Intermediate Spanish II

S.L. Chow
D. Bargelletti
Selby/Viger

Prerequisite: Spanish 607-301-70 or equivalent.

This course is a continuation of Spanish 301.

607-901-74 Advanced Spanish

T.B.A.

Prerequisite: Spanish 607-401-70 or equivalent.

This course is an active review of grammar, discussion, readings, and varied activities is intended to give students a better understanding of the Spanish language and culture. There will be oral and written assignments. Audio-lingual participation in class and laboratories is required.

607-411-70 Spanish Civilization

T.B.A.

Prerequisite: Spanish 607-401-70 or equivalent.

This course introduces the student to the geography, history, civilization, and culture of Spain. There will be frequent oral and written assignments. The course is recommended only to students who have a good basis in the Spanish language.

607-421-70 Modern Spanish Literature

T.B.A.

Prerequisite: Spanish 607-401-70 or equivalent.

Contents: The study of twentieth century literature; reading and discussion of representative texts; oral and written assignments. This course is recommended only to students who have a good basis in the Spanish language.

YIDDISH

612-201-74 Elementary Yiddish I

H. Edel
Selby

Spoken and written Yiddish is offered to beginners and to students with a certain rudimentary knowledge of written Yiddish but without practice in oral comprehension and/or expression. Tapes and other audiovisual methods of learning supplement the textbook for practice in communication.

612-201-74 Elementary Yiddish II

H. Edel
Selby

This course is a continuation of Elementary Yiddish I.

SOCIAL SCIENCES

ANTHROPOLOGY

381-900-75 Human Evolution.

V.J. Fasano
Richelieu/W

The biological and behavioural evolution of humanity will be studied with the aim of understanding man's place in nature and the origin of his unique culture-creating capacities. Attention will be given to the aims and procedures of physical anthropology, and while the research results of physical anthropology will be emphasized, some use will be made of the findings of archaeologists, paleontologists and primatologists.

381-901-75 Cultural Evolution.

A. Corbeil
Richelieu/W

This is an introductory course which will broadly survey the information anthropologists have accumulated regarding humanity's cultural origins and development. Beginning with the emergence of our hominid ancestors, the course will deal with the culture of prehistoric hunters, the technological and social developments, the spread of Neolithic villages and, finally, the emergence of "civilization".

381-900/901-75 Mankind Evolving.

V.J. Fasano
Richelieu/F

This is a combined evolution course where the elements of both the Human Evolution and the Cultural Evolution courses are integrated to present a comprehensive approach to evolution. This will be a double-credit course in anthropology.

381-902-75 Social and Cultural Anthropology.

S. Klein
R. Brooks
Viger/FW
V.J. Fasano
Richelieu/W

This course is an introduction to cultural anthropology which will review the variety and kinds of human societies, and the great human variations in such institutions as religion, kinship, economics, politics, myth, art, technology, etc. The approaches taken by different anthropologists will be noted, and assignments will include readings on societies studied by anthropologists in the field. The actual format of the course will vary by instructor.

381-910-75 Race and Racism.

R. Brooks
Viger/F

"Race" will first be defined as a biological concept applicable to genetic variation and evolution. "Racism" will be viewed as a cultural device. Case studies of racism will be investigated.

381-911-75 Third World Anthropology

A. Corbeil
Richelieu/F
S. Klein
Viger/W

This course will deal with social problems related to the concept of "development," as it applies to Third World countries. The role of the anthropologist and anthropology in general will be critically analyzed. The area of study will vary with the instructor.

381-912-75 North American Prehistory

A. Corbeil
Richelieu/W

This course will review some 40,000 years of culture history in North America (including Mesoamerica). Our objective will be to arrive at an understanding of cultural development in Native North America. The student will be confronted with several theories backgrounded by facts gathered by archaeologists.

381-913-75 Native Peoples

A. Corbeil
Richelieu/F

This course attempts to explain the extraordinary cultural diversity characteristic of Pre-Columbian America. Also, some attention will be directed towards contemporary situations involving Native Peoples: James Bay, Inuit and Bill 101, Mackenzie Pipeline . . .

ECONOMICS

The programme introduces general principles of economic analysis in the Canadian context. The purpose is to help students develop "economic" reasoning to identify, understand and explain the principal economic problems and issues of contemporary Canada. The programme includes courses which not only meet the general requirements of liberal arts education but also fulfill the specific needs of career/specialized programmes.

383-915-73 The Canadian Economy

This course is designed for students whose interest in economics is largely cultural. It introduces students to the Canadian economic system, explaining principal economic problems and policies. Emphasis will be placed on descriptive rather than theoretical aspects. In order to gain a better understanding of contemporary Canadian economic structure, attitudes, policies and possible future developments, an evolutionary approach will be utilized in presenting the course material to the students.

383-920-73 Introduction to Macroeconomics

This course introduces the student to the basic principles in macroeconomics. The emphasis is on an understanding of concepts and their possible applications to contemporary economic problems facing Quebec and Canada. The objective of the course is to show students how macroeconomics can be useful in analyzing many overall issues such as inflation, unemployment, regional poverty, and the current international economic problems. Where examples can be useful to illustrate a concept, an effort will be made to utilize those that are likely to be included in the students' range of experience.

383-921-73 Introduction to Microeconomics

This course deals with microeconomics' principles and mechanisms within the economic setting of Quebec and Canada. The course explains how the prices of goods and resources are determined under different market structures. The course also shows to the students how microeconomics can be useful in understanding the maximization of consumer satisfaction. In addition to the above, the course examines such microeconomic problems as pollution and its control, efficiency of business firms and industrial concentration, functional distribution of income, etc.

383-924-73 International Trade (General Theory 1)

This course introduces students to the basic principles and concepts of international trade and their possible applications to contemporary economic problems. The purpose of this course

is to provide students with a conceptual framework within which to organize their studies of the subject matter in basic theory as well as in various policies experienced by Canada in international trade. The course will also deal with major world institutions dealing with international trade, e.g. GATT, UNCTAD, IMF, IBRD, Kennedy Round, etc.

383-925-73 Money and Banking

This course introduces the student to the basic theoretical, institutional, and historical aspects of Canadian money and banking. The course is policy-oriented. Since policy is generally difficult to understand without reference to theory, the course deals with such subjects as: the functions and evolution of money; Canadian financial system; creation of money; central banking system and the control of money supply; the demand for money; monetary theory and policy.

383-931-73 Economic Development

The aim of this course is to acquaint students with the general principles and problems of economic development of the Third World countries. It will provide students with the framework within which such problems can be meaningfully discussed and analysed. The theoretical analysis will critically examine the content and applicability of major growth models while the empirical survey will centre on problems of capital formation, fiscal policies, population growth, foreign investment, supply of entrepreneurship, and the general institutional framework of these countries.

383-935-75 The Economy of Quebec

This course will examine the economic and industrial structure of Quebec. It will determine what are the dominant industries, where they are located and what effect this has on the different regions of Quebec. By looking at economic history it will establish how this economic structure has developed and try to make clear Quebec's position within Canada, North America and the world. The strengths and weaknesses of the Quebec economy will be studied as well as some of the unique institutions that have evolved here. Other topics to be examined will be the development of unions, problems caused by the structure such as chronic unemployment, concentration, and the role of state.

GEOGRAPHY

Geography has always been concerned with the study of people and places and spatial distributions but the emphasis today is on those aspects of geography that help us understand how the "world system" functions, how man can best utilize the resources he has available, and how his economic, social and political activities and problems are related to environment and culture.

Since a number of students pursue their studies at the university level, and since the language of mathematics is extensively and intensively used in the study of social sciences, it is suggested that future geographers (human and physical) attend a course, or two, in statistics. Furthermore, future physical geographers should consider choosing complementary courses such as physical, historical, and applied geology, surveying, and soil mechanics. On the other hand, for future human geographers it is suggested that they attend related social science courses.

CAREERS IN GEOGRAPHY

The following is a partial list of different sources of employment for future geographers:
Teaching: all Levels

Libraries: as map curators in general libraries, university or college libraries or Departments of Geography at different universities.

Cartography: at all levels of government, as well as university Departments of Geography and private companies (i.e. mining companies).

The Government (Federal)

Department of Mines, Energy, and Resources (various divisions)

Department of External Affairs (i.e. Dept. of Immigration, Embassies, Consulates, etc.)

Department of Northern Affairs

Statistics Canada

Department of Regional Planning

Similar or related departments at the provincial and municipal levels.

In international organizations

UN — UNESCO

UN — FAO (food and agricultural organization)

National and international geographical societies and associations.

In industry and transport

i.e. Market Analysts, Network Analysts, etc.

320-110-75 Introduction to Geographic Techniques Maps and Mapping

Chichekian

The aim of this course is to provide the student with an understanding of the applicability and achievements of the various tools and techniques used in geographical studies. The content consists of examining cartographic techniques, photographic (mainly air photos) techniques, and statistical techniques. Each method will be analyzed and accompanied by some applied work in order to develop an understanding of their applicability, advantages and limitations.

320-113-75 Climatology

Glen

Our atmospheric environment is an immensely varied one and affects the lives of men wherever they live. The course examines the physical processes involved in the determination of climate and weather through the interaction of sun, wind, temperature, water and terrain. Major climatic classifications and areas are considered, as are the ways in which man responds to his atmospheric environment and has, consciously or unconsciously, modified it and attempted to control it.

320-114-75 The Oceans (Oceanography)

Chichekian

The aim of this course is an introduction to the distributional, structural and behavioural characteristics of continental and marine water bodies (large or small), as well as their relationship to man and his works (i.e. energy, transport, tourism, etc.). Particular emphasis will be placed upon the geography of the oceans. This is due to the fact that the oceans are becoming increasingly significant economically and politically, both on the national and international scale.

320-211-75 Human Geography

Glen

This is an introductory course in human geography and, as such, will range over many aspects of man's economic and cultural development. It will examine man's relationship to a series of biological and physical environmental conditions. Particular attention is paid to the process of change, and current problems being experienced in each area are considered.

320-212-75 Urban Geography

Glen

An examination of the process of urbanization, the organization of urban space, the functions of urban areas, urban people and urban problems. Most of us live in an urban environment and our cultural, social and economic activities are much influenced by this environment. The course will look at urban changes and problems with particular emphasis on the Canadian situation.

320-213-75 Economic Geography

Glen

This course deals with the economic activities of man as seen from a geographical perspective. Topics include resources, trade, transport, energy, agricultural, industrial, and tertiary activities. There will be emphasis on the location of economic activity and also on the directions of change in economic systems, and the problems associated with this change.

320-214-75 Political Geography: Concepts and Case Studies

Chichekian

The aim of this course is to examine the role of the geographic factor in the political organization of space, both at the national and international levels. The state will be the basic

political-territorial unit. What are the requirements necessary for the survival and smooth functioning of newly developed states? How does shape, area, and location of the state-area affect its life? What are some of the most striking and frequent problems associated with international boundaries? How are such problems solved?

320-215-75 Geography and Contemporary World Problems

Glen

This course examines the problems of "Spaceship Earth" as man's numbers and levels of consumption increase and the competition for limited resources intensifies. Problems of over-population, hunger, economic disparity, resource depletion, soil erosion, water supply, pollution and urban growth are among those considered. Problems of more local interest arising from land use and/or economic development in Canada, Quebec, or any other part of the world in which students express an interest, may also be examined.

320-216-75 Geography and Tourism

Chichekian

Since the early 1960's tourism has become a booming industry in many countries which either generate tourists, receive tourists, or both. The geographic environment is perhaps the most important factor in the development of this industry. This course will examine the role of geography in tourism, and the geographic consequences (land use changes, cultural diffusion, transport and urban development, etc.) of tourism. Selected case areas will be examined to illustrate the applied aspect of the geography of tourism.

320-310-75 Regional Geography

Glen

The aim of this course is to introduce the student to the regional concept and the regional method in geography. After a brief examination of the basic concepts and methods of regional geography, the Mediterranean region of Europe (with Chichekian), and the Soviet Union (with Glen) will be analyzed.

320-311-75 Regional Geography of Quebec

Chichekian

The aim of this course is to analyze the geographic aspects of the physical and human environments of the province of Quebec. The content of this course will be organized under the following major headings: the components of the province's physical environment; the province's natural and human resources; the work of man in shaping the province's socio-cultural and economic landscape; a geographical approach to contemporary social, cultural, economic, and political problems of the province of Quebec; Quebec and Canada.

320-312-75 Geography of Canada

Chichekian

The aim of this course is to examine the geography of Canada's natural resources. The organization and presentation of the content matter consists of two parts. The first part will concentrate on the development, distribution, and problems in the exploration and exploitation of the country's natural resources. The second part will consist of a series of assignments (varying in content, degree of difficulty, and value) the aim of which will be to acquaint the student with some research methods used in geographic investigations.

HISTORY/CLASSICS

The History and Classics department offers a variety of courses for those who wish to study these two disciplines for interest sake only and for those who wish to follow a major or honours programme at university. We recommend that students take advantage of this variety and the freedom of selection by taking as many different courses as possible rather than concentrating on one time period or country. The Cegep years should be ones in which horizons are broadened by a deeper study of the familiar and the exploration of the unfamiliar. The History and Classics Department provides opportunities for both.

330-910-75 Western Civilization

Dr. P. Hidas

The History of Western Civilization is devoted to the study of man's cultural heritage, beginning with the rise of medieval society and institutions, leading into the Renaissance period,

through the Reformation and Counter-Reformation to the Era of Enlightenment. The course is constructed around an exceptional series of films by Kenneth Clark.

330-915-75 Modern Europe

P. Berry

This course is a study of the political, economic, and social consequences of the impact of the Industrial Revolution on Europe between the Franco-Prussian War and the defeat of Nazi Germany. TEXT: F. Gilbert, *The End of the European Era, 1890 to the Present*.

330-915-75 Modern Europe

D. Mulhall

This course is a study of the social and political impact of the French Revolution and the Industrial Revolution on Western Europe between the fall of the Bastille in 1789 and the rise of 20th Century totalitarianism.

330-920-75 An Economic and Social History of Canada to 1850

Dr. E. Gibbs

This course is a thematic and co-operative historical approach to the main institutions and areas of social life in Canada up to 1850: medicine, education, trade unionism, conditions of labour, public welfare, social attitudes, housing, living standards, culture, etc. The British and American models will be briefly examined as background to the Canadian situation. A section of the course will also be devoted to a study of native peoples.

330-925-75 An Economic and Social History of Canada Since 1850

Dr. E. Gibbs

This course is a thematic and co-operative historical approach to the main institutions and areas of social life in Canada since 1850: medicine, education, trade unionism, conditions of labour, public welfare, social attitudes, housing, living standards, culture, etc. The British and American models will be briefly examined as background to the Canadian situation.

330-930-75 Western Civilization: An Urban Perspective

Dr. P. Hidas

This course concerns cities in Revolution: Philadelphia, Paris, Berlin and Naples; The Vienna of Metternich; The Industrial Revolution: Manchester The London of Victoria; Urbanization of the West; The Berlin of the Kaiser; New York City: The Crisis of the Metropolis. TEXT: T. Roy Milton, *Western Civilization, Vol. II From the Seventeenth Century to the Contemporary Age*, Second Edition, Toronto: Heath, 1977

330-942-75 Quebec and Canada

P. Berry

We shall study the political, economic, and social evolution of Quebec since 1900 and its changing relationship with the rest of Canada. The material covered will focus on the treatment of francophone and anglophone minorities inside and outside the province, the crises in national unity provoked by World War I and World War II, and the responses of the Duplessis Era and the Quiet Revolution to the transformation of traditional society by urbanization and industrialization. TEXT: Mason Wade, *The French Canadians, Vol. II*.

330-951-69 A History of Quebec

P. Berry

This course surveys political, economic, and social developments in Quebec since the days of New France. Emphasis will be placed on investigating the relationship between francophones and anglophones during their more than two hundred years together.

330-961-69 The United States From Civil War to Imperial Democracy

P. Berry

This course is a survey of political, economic, and social developments in the United States of America since the 1850's. Emphasis will be on the following themes: the conflict between blacks and whites since the days of slavery, the impact of industrialization and massive immigration on society and politics, and the growth of American imperialism.

330-962-69 A Social History of the Family

Dr. E. Gibbs

This course will enquire into the origins of the family, and then trace its historical development in Western Civilization. Such specific aspects of family life as raising children and parental occupations, as well as the contemporary intellectual climate, technological changes, wars, and plagues will be considered.

330-971-69 A History of Russia and the Soviet Union

Dr. P. Hidas

This course is designed to introduce the student to the history of modern Russia. The

fifteen-week study of Russian and Soviet ideologies and institutions and of continuity and change in Eastern Europe should result in a better understanding of the Soviet Union today.

330-972-69 Powers and Super Powers

Dr. P. Hidas

The main objective of this course is to acquaint the students with the motivating political, economic, and social forces shaping modern international relations. Through case studies of two conferences, the students will obtain insight into how a state sets its goals and attempts to achieve them on the international scene.

330-991-74 Historical Racism

A. Dalfen

The purpose of this course is to acquaint the student with the history of racist ideology. We shall look at why racism became such a pervasive and necessary ideology, and the various theories that evolved to justify racist ideology. Special emphasis will be placed on black-white relations and the evolution of anti-semitism.

330-992-74 The Jewish People in the Modern World 1789 to the Present

A. Dalfen

This course examines the Jewish experience in Europe, the Middle East and North America from Jewish emancipation at the time of the French Revolution to the Holocaust and the birth of the State of Israel. Particular attention will be given to the relationships between the Jewish people and their neighbours.

330-995-75 A History of Canadian Native People

D. Mulhall

After examining the traditional cultures of the native peoples, students will look at the impact that the incoming Europeans — whalers, fur traders, missionaries, — had on these cultures. Course activities include visits to museums.

332-111-76 Myth and Reality in Ancient Greece

Dr. J. O'Flynn

We shall study ancient Greek civilization from the Bronze Age to the death of Pericles in 429 B.C. The survey will cover a broad range of social, economic, artistic and literary areas, and include such topics as Minoan-Mycenaean civilization; Homer and the epic; religion and mythology; the theatre; Greek warfare; athletic festivals.

332-211-76 The Age of Socrates

Dr. J. O'Flynn

This course is an introductory study of ancient Greek civilization from the death of Pericles to the Roman conquest of Greece in the 2nd Century B.C. The survey will cover a variety of cultural, political and social developments, and include such topics as the Peloponnesian War and the history of Thucydides, the philosophy of Socrates, Greek comedy, Alexander the Great.

332-212-76 The Roman Empire

Dr. J. O'Flynn

This course is an introductory survey of Roman civilization from the Age of Augustus to the fall of Rome. The course will treat various aspects of life within a world empire: political and administrative institutions, the life and leisure of various social classes from emperors to slaves, games and entertainments, religion and mythology, the impact of Christianity.

332-922-76 The Jews in the Ancient Near East

Dr. J. O'Flynn

This course will open with an introduction to the prehistory of the Near East, and will survey the early civilizations of Mesopotamia, Syria, Palestine and Egypt. We shall then trace the emergence of the Jewish people through the biblical period, comparing the information found in the Bible with what we learn from archeological and other sources. We shall finish by examining the position of the Jews and Judea in the Roman Empire.

332-932-76 Medieval History

Dr. J. O'Flynn

This course will begin with an examination of the Germanic invasions and the chaos following the fall of the Roman Empire. We shall then consider the challenge posed by Islam, the western response of the Crusades, and the slow decline of the Byzantine Empire. Finally, we shall trace the development of a new society in the West, through the Age of Charlemagne and the climax of feudalism, to the eve of the Renaissance.

PHILOSOPHY

The Philosophy programme is designed to provide the student with the opportunity to pursue in depth the central areas of the discipline i.e. history of philosophy, ethics, logic, metaphysics, epistemology. It also provides the student with the opportunity to take courses covering a wide variety of other areas of philosophy. Whenever possible, courses in the general areas will be offered at two levels, with, in general, completion of the first level being required for admission to the second. Most Philosophy courses are introductory level courses, requiring no special high school preparation. They deal with such areas as general history of philosophy (ancient, mediaeval, modern philosophy, etc.), general areas of philosophical study (ethics, logic, epistemology, metaphysics, etc.), particular philosophical movements (Marxism, Analytical philosophy, etc.).

340-101-70 Theory of Knowledge

J. Spencer
Selby/FW

This course offers an introduction to some central problems in philosophy through contemporary and classical sources. Questions dealt with include How does one gain knowledge of the world? Can we know anything about the world except through experience? What is a "Mind"? What is the difference between science and pseudo-science?

340-216-68 Metaphysics

H. Rashid
Selby/FW

This course aims to help the student understand the nature of reality and truth and some of the related theories about the origin and limits of knowledge. It will analyze the nature of mind and matter, freedom of will and the distinction between imagination, belief and thought. The major part of class discussion will be occupied by critical reflection on our own experiences. Readings will include selections from Plato, St. Thomas Aquinas, Descartes, Locke, Hume, Kant, Russell and Wisdom.

340-217-68 Logic

K. Milkman
Selby/FW

This course will introduce the student to techniques in both formal and informal logic, emphasizing the role of logic as a critical and conceptual tool. The course will include a study of elementary formal logic as well as such topics as *theories of definition, informal fallacies, and the uses of language*.

340-218-68 Philosophy of Sexuality

J. Lutz
Viger/FW

This course intends to reflect on the nature of sexuality as understood by ancient and modern civilizations. All points of view of the anthropology of sexuality and the Freudian discoveries of libido and repression, as they concern masculinity and femininity, will be examined. Certain social problems concerning sexuality will also be considered: social taboos, birth control, abortion, sexism. The relationship between ethical codes and sexuality will be brought to light. TEXTS: G. Rattray Taylor, S. Freud. Plato (Symposium), W. Reich and others.

340-225-68 Social and Political Philosophy

Harun Rashid
Viger W

This course is designed to study the different phases of development of the society and the rights and responsibilities of an individual, as a member of a society and also as a citizen of a state. Emphasis will be placed on the discussion of liberty, justice, social contract, the role of women in society and consciousness of moral and social values. TEXTS: Selected readings from Plato, Locke, Mill, Marx and other thinkers.

340-228-68 Existentialism

M. Dewolf
Selby/FW

There will be an examination first of Kierkegaard and Nietzsche, the two 19th Century revolutionary thinkers who changed the direction of philosophy. Further study will look at the different meanings of existentialism in the works of Jaspers, Marcel, Buber, Heidegger, Sartre and Merleau-Ponty.

340-229-68 Ethics**K. Milkman
Selby/F**

This course will introduce the student to the rich and varied field of Western moral philosophy through a discussion of fundamental issues and concepts. Both theoretical and practical issues will be taken up. Among the former: normative theories of obligation, some problems in value theory. Among the latter: abortion, capital punishment, civil disobedience. Figures such as Kant and Mill will also be discussed.

340-229-68 Ethics**J. Burns
Viger/FW**

This course will acquaint students with the subjects treated by ethics primarily from an Aristotelian point of view i.e. nature of human happiness, freedom of choice, mechanisms devised to achieve such goals, justice, friendship and love, contemplative and active life, etc. A theoretical definition of human nature will be considered and from this the various kinds of problems — emotional, economical, political, intellectual that all humans have to face will be inferred. We shall also consider internal and group methods of insuring maximum growth in face of the obstacles which emerge.

340-229-68 Ethics**H. Rashid
Selby**

The purpose of this course is to introduce the student to certain standards of value and their importance in society. It will analyze the principles of happiness, the role of conscience, will, intention and emotion and the relationship between love and justice. A large portion of our time will be devoted to the analysis of some important social issues, such as sex, abortion, war and punishment; TEXTS: Selections from Aristotle, St. Augustine, Kant, Mill, Nietzsche, Ayer and Johann.

340-301-73 Philosophy of Psychology**S. Nemiroff
Selby/FW**

This course will engage the student in philosophical issues related to studies of the person, both in general terms and in reference to the student's own attempts to achieve a fuller understanding of himself. We shall study some of the main philosophical issues related to various approaches to the study of the person. The approaches that will be examined are the behaviouristic, psycho-analytical, developmental, and humanistic approaches. The philosophical issues will concern the underlying conceptions of knowledge, scientific method, reality and value.

340-403-68 Philosophy of Art**D. Harding
Viger/FW**

This course will acquaint students with how artists in a variety of media structure their work according to philosophical precept, how they achieve the metaphysic between content and form, meaning and act, message and medium. We shall look at the major but single theme of identity as it developed historically from Greeks to the scholastics, to the rationalists and the mechanists, to Bergson and the psycho-analysts, to philosophies of consciousness and Marxists. We shall relate this ever changing theme to the art forms which it has always motivated.

340-910-68 History of Philosophy**G. Fagan
Richelieu/FW**

We shall study the philosophy of the State and Civil Society in the works of Plato, Hobbes, Locke and Marx. The following types of issues will be covered: the origins of society, the 'social contract', the origin and role of the state apparatus, the importance of classes, the role of women in society, the place of revolutions in the history of society. TEXTS: Plato, *The Republic*; Hobbes, *The Leviathan*; and Lenin, *State and Revolution*.

340-911-68 History of Ancient and Mediaeval Philosophy**J. Burns
Viger/FW**

This course will acquaint the student with the basic concept of Western rational inquiry as it began with the Greek Philosophers of Antiquity — more specifically to demonstrate the principal trends in metaphysics, ethics, political philosophy, philosophical psychology, aesthet-

ics, etc. Subsequently comparisons will be noted between the Greeks, the Medieval synthesizers of Ancient Tradition and modern philosophers — Plato, Aristotle, etc.

340-912-68 History of Modern Philosophy

J. Mitchell
Viger/F

The aim of this course is to introduce the student to the history of modern philosophy by a study of Cusanus, Descartes, Leibniz, Locke, Berkeley, Hume and Kant. Other philosophers may be studied. These include Schopenhauer, Hegel, Kierkegaard and Nietzsche. Some attempt will be made to show the evolution of philosophical thinking during the period 1401 to 1900.

340-920-71 Philosophy of Culture

J. Mitchell
Viger/W

As philosophy of culture seems to be infrequently spoken about within the realm of *pure* philosophy, some attempt will be made to come to terms with the problem of culture in terms of certain important philosophical perspectives: ancient, medieval and modern. We shall attempt to discover some of the roots of culture in general, and of Western culture in particular, via a study of certain philosophers from the tragic age and the classical period of Greek philosophy, the early and high middle ages, the modern age (Descartes, Nietzsche etc.). (N.B. No one who has taken History of Modern Philosophy may take this course.)

340-925-70 Speech and Thought (Philosophy of Language)

D. Fielding
Viger/F

Students will examine and discuss three thinkers who have challenged some of the fundamental assumptions of linguistic philosophy and of popular wisdom in this century: 1. Jean Piaget: Language and Thought of the child — how children's utterances reveal their evolving conceptions of the world, 2. Noam Chomsky: generative and transformational grammar — the role of inborn language-processing mechanisms in infant speech-acquisition and adult speech, 3. B.L. Whorf: linguistic relativity — contrasting structures of languages and their relation to possible models of the universe.

340-930-68 Philosophy of Education

S. Nemiroff
Selby/FW

This course aims to engage students in philosophical issues related to education, both in general terms and in reference to their own situations. A critical study of various educational ideologies, with emphasis on the relationships between educational and moral, political, social and psychological issues.

340-960-70 Philosophy East and West

D. Fielding
Viger/W

This course is a study and comparison of two utopias: Plato's Republic and Mao Tse-Tung in his *Selected Readings*. There will be close reading and discussion of these texts in conjunction with a series of films on modern China (e.g. Felix Greene's "One Man's China"). We shall consider to what extent reforms such as those suggested here — concerning forms of government, the entertainment industries, status of women, education — are possible or desirable in Canada today.

POLITICAL SCIENCE

Political science courses are recommended to all students who are planning a career in journalism, law, teaching, government service and business administration.

Dawson College offers a programme of study in political science designed to guide the student in exploring and understanding the political facts of life. The purpose is to deepen the student's knowledge of the problems of modern society and the role of the citizen in it.

In its broadest conception, the study of government and politics seeks to understand the way in which policy for a society is formulated and carried out, and the kinds of moral standards within which this policy is set. The focus is on the study of human relations in their political

context. This involves the analysis of issues and problems connected with classes, interest groups, protest and dissent movements, civil disobedience and revolution. The great themes of liberty, justice, political obligation, equality and democracy are discussed in these courses from a variety of perspectives.

Students may take any political science course without prerequisites, although it is suggested that they begin with Introduction to Politics.

385-940-71 Introduction to Politics

This course seeks to introduce the student to the fundamental features of modern politics so that he may use this knowledge to deal with the political problems of daily life. Emphasis is on the practical application of theoretical knowledge. The topics covered include the nature of government and politics, the functions of government, the political process, types of political systems, political forces, political parties, pressure groups, public opinion and propaganda, ideology and electoral processes.

385-941-71 Comparative Politics: The Liberal Democracies

The purpose of this course is to make the student aware of the multitude of different political systems in the world today, of the internal logic of each type of system, and of their principal similarities and differences. Topics discussed include a typology of different systems, their structure and functions, governmental and political processes, the social and cultural foundations of the systems and a look at underdeveloped countries.

385-942-73 Government of Canada

The aim of this course is to clarify the organization and workings of government in Canada with particular attention to the Government of Quebec. Topics reviewed include the basic features of Canadian federalism, the constitution, Parliament, the cabinet, the civil service, the courts, provincial-federal relations, problems of Canadian federalism, municipal and provincial government. The basic theme is the question, "To what extent is Canada a democracy?"

385-943-73 Canadian Politics

This course deals with the political process in Canada, with particular attention to Quebec. Topics include elections and voting, pressure groups, political leaders, public opinion and ideology, and the nature of power. One aim of the course is to show the student the way to active political participation in a democratic society.

385-944-71 Modern Political Thought

The student may gain a basic understanding of political phenomena in the course by examining the writing of some of the great political thinkers of all times. This new knowledge can then be applied to the study of complex social and political organizations. Course content includes the great issues of political thought as treated by Hobbes, Harrington, Locke, John Stuart Mill and other proponents of liberalism and liberal-democracy, and the three major critiques of this movement: utopian socialism, Marxism and communism, and facism.

385-945-73 Comparative Politics: The Communist Countries

This course examines the ideological foundations of the various communist systems, governmental institutions, power centres, political parties, pressure groups and public opinion, the electoral system, international relations with communist and non-communist countries.

385-946-73 Comparative Politics: The Third World

This course examines the fundamental features of third world systems, governmental institutions, political parties, pressure groups, the role of the army, public opinion, relations within the third world and international relations.

385-948-78 Indian Political Thought in Canada

The student is introduced to the development of Indian political thought in Canada since the arrival of the Europeans. Topics covered are the political organization of the Indians, Indian reaction to the European invasion, and the ways Indian institutions and thought adapted to Europeanization.

385-950-71 International Organizations

This course examines various international institutions both past and present against the background of humanity's longing for universal peace and world government, which is especially

relevant in the age of the nuclear-tipped missile. Major contemporary international organizations like the United Nations, NATO, the EEC and Warsaw Pact are examined as to goals, charter, achievements and effectiveness.

385-951-72 International Relations

The student is introduced to the fundamentals of relations among states in order to understand the actions of other countries and how these actions affect his life as a citizen of Canada. Among the topics covered are diplomacy, war, international trade, foreign policy formulation, the nature of the state in international law, and international politics in general. The main theme of the course is the basic principle of international law, intervention in the affairs of other states.

385-952-71 Public Administration

This course provides the student with the fundamentals of administration with the focus on the administrative apparatus of government. After an examination of the basic principles of large-scale human organizations and administration a detailed study is made of the government departments and non-departmental agencies of the government of Canada and the provinces. The administrative process is traced from the political level to the level of the citizen-client. Administrative injustice and the role of the ombudsman are discussed, as are efficiency and the decision-making process. Civic administration is explored by means of case studies.

385-953-73 Urban Politics and Government

This course introduces the student to politics and government at the municipal level, with special attention to the urban problems of Canadian cities. The student will discover that municipal government deals with the citizen's most immediate problems and that this level of government is both the most accessible and the most neglected. Topics discussed include the constitutional basis of municipal government, its structures, municipal elections, interest groups, urban problems, amalgamation, city finance, poverty, pollution, housing, transportation, centralization and decentralization.

PSYCHOLOGY

A variety of courses is offered to those who are interested in psychology as an elective as well as to those who wish to specialize at the university level. It is recommended that all first year students select Psychology 102 as a first course to become acquainted with the concepts, vocabulary, and methodology of modern psychology.

Related Subjects:

The following courses may provide the student with additional background: Sociology, Anthropology, Biology, French, Economics, Political Science, Philosophy, Chemistry, Physics and Mathematics.

Specialization in Psychology at the University Level:

For students who began collegial studies in or after September, 1976, the requirements for admission to university psychology programmes are:

Psychology 350-102*

Biology 101-921 or Biology 101-301 and 101-401**

Mathematics 201-337 or Mathematics 201-103 and 201-307**

*Dawson psychology students are *strongly advised* to take Psychology 350-101 and 350-201 as well since, at Dawson, Psychology 350-102 is taught as a general interest course while 350-101 and 350-201 are intended to prepare students for university psychology courses.

**Please note that where a choice of prerequisites seems to be offered, the student should consult a member of the Psychology department or an academic adviser for specific details. In these cases, universities have the right to insist on one or the other of the choices, and this varies from one university to the other.

There are sections of Biology 101-921 and Mathematics 201-337 specially geared to the

needs of psychology students. Students can obtain information about these from the Biology and Mathematics departments or the Psychology department.

Students planning to specialize in psychology in science must also fulfill the admission requirements of science faculties.

For students who began collegial studies before September, 1976, the courses generally recommended for university entrance are:

Psychology 350-101 and 350-201

One Statistics course (usually Mathematics 201-337 or 201-117)

One Biology course (usually Biology 101-921 or 101-301)

However, these students should consult a member of the Psychology department since some universities may accept students who have taken courses different from the above and a few may require additional biology or mathematics courses.

Again, students intending to specialize in psychology in science must also satisfy the admission requirements of science faculties.

350-101-69 Principles of Scientific Psychology I

Selby/Viger/F

Prerequisite: Second Year Standing.

Psychology 101 and 201 constitute a two-semester, intensive, introductory sequence in psychology. These two courses are highly recommended for students wishing to major or honour in psychology at the university level. Both courses are also recommended for students who wish to take psychology courses at university. They are an introduction to psychological terminology, basic principles of behaviour, and research methodology. Areas surveyed include conditioning and learning, motivation, emotion, thinking and memory, perception, physiological psychology, testing, "abnormal" psychology, social psychology, and personality.

350-102-71 General Psychology

Selby/Viger/FW

This is the first course in the discipline for most students and is a prerequisite to most other Dawson psychology courses. It is a requirement for admission to university psychology programmes for all students beginning collegial studies in or after September, 1976. The course is designed to acquaint students with the principles and methods of psychology and to expose them to the various areas encompassed by the field. (*Students who have taken 350-101 or 350-900 may not take this course.*)

350-201-73 Principles of Scientific Psychology II

Selby/Viger/W

Prerequisite: 350-101

Psychology 101 and 201 constitute a two-semester, intensive, introductory sequence in psychology. These two courses are highly recommended for students wishing to major or honour in psychology at the university level. Both courses are also recommended for students who wish to take psychology courses at university. They are an introduction to psychological terminology, basic principles of behaviour, and research methodology. Areas surveyed include conditioning and learning, motivation, emotion, thinking and memory, perception, physiological psychology, testing, "abnormal" psychology, social psychology, and personality.

350-202-73 Experimental Psychology

Selby/W

Prerequisite: 350-102 or 350-900 or 350-101 and the written recommendation of a psychology instructor whose course the student has taken.

The application of principles of experimental design to psychological research is the aim of this course. Students are involved in both group and individual research projects. The writing of scientific reports is stressed and theoretical issues in research design are discussed. Students are expected to carry out some of the work on projects outside of regular class hours.

350-205-75 Developmental Psychology I (formerly Child Psychology)

Selby/Viger/FW

Prerequisite: 350-102 or 350-900 or 350-101 or Social Service student status or Nursing student status.

This course is a study of developmental processes in children from conception through preadolescence. Possible topics include perceptual and motor development, language and cognitive development, socialization, personality development and maladjustment. Emphasis is on theory and research. (*Students who have taken 350-110 may not take this course.*)

350-212-75 Psychology of Delinquency

Selby/FW

Prerequisite: 350-102 or 350-900 or 350-101

Delinquency will be considered from a social-psychological perspective as a specific variety of "deviant" behaviour. The identification and treatment of delinquents and other deviant groups in our society (e.g. "drug addicts," the "mentally ill") will be discussed.

350-213-71 Abnormal Psychology

Selby/Viger/FW

Prerequisite: 350-900 or 350-101 or 350-102

This course will review the major theories of abnormal behaviour and take a critical look at various types of treatments. The validity of the conceptions of abnormality and current classification systems will be examined. Special attention will be given to experimental and clinical research findings. *(Students who have taken 350-411 may not take this course.)*

350-215-71 Group Processes

Selby/Viger/W

Prerequisite: 350-102 or 350-101 or 350-900 or Community Recreational Leadership student status.

Group processes are examined in this course. Areas such as cohesiveness, self-awareness, awareness of others, leadership, problem-solving and conformity are explored. Emphasis is placed on learning by doing and student involvement in the course. This course is intended primarily for Community Recreational Leadership students. *(Students who have taken 350-904 may not take this course.)*

350-305-75 Developmental Psychology II (formerly Adolescence)

Selby/Viger/W

Prerequisite: 350-205 or 350-110

This course completes a natural sequence with 350-205 (or the discontinued 350-110). It examines developmental processes after childhood. Special attention will be given to current research in both experimental and clinical areas. Emphasis will be placed on contemporary issues and current problems. *(Students who have taken 350-210 may not take this course.)*

350-411-75 Introduction to Psychopathology

Viger/F

Prerequisite: 350-900 or 350-101 or 350-102 or Social Service student status.

This course is an experimental approach to the study of behaviour disorders including an examination of biological, familial, sociocultural and psychological contributors to abnormality. We shall study the major theories, classification systems, and types of treatment of abnormal behaviour. This course is intended primarily for Social Service students. *(Students who have taken 350-213 may not take this course.)*

350-901-77 Individual Development

Selby/Viger/FW

Prerequisite: 350-102 or 350-101 or 350-900 or Community Recreational Leadership student status.

Emphasis will be placed on the physical, social, emotional, cognitive and moral development of the person. Various theories of human development will be examined with the goal of assisting the student to come to a greater understanding of himself and his own development as a person. Concepts such as identity, self-concept, maturity, ego development, behaviour modification, and self-awareness will be discussed and related to the life experiences of the student.

350-903-75 Social Psychology

Selby/Viger/FW

Prerequisite: 350-900 or 350-101 or 350-102.

This course is an introduction to the scientific study of human social behaviour. Attitudes, interpersonal relations, and group processes will be examined. Emphasis is on theory and research. Possible topics include attitude formation, change and measurement, group structure and dynamics, leadership, affiliation, social perception, conformity, prejudice, aggression, attraction.

350-906-77 Human Relations

Selby/Viger/FW

Prerequisite: 350-102 or 350-900 or 350-101 or Social Service student status or Data Processing student status.

350-914-77 Human Relations

Prerequisite: 350-102 or 350-900 or 350-101 and pre-university student status.

This course will deal with interpersonal behaviour and communication in small groups.

Various methods of examining human social interaction will be studied and applied during the course. Other topics include non-verbal communication, body language, and group problem-solving exercises. *(Students who have taken 350-215 may not take this course.)*

350-911-75 Industrial Psychology

Selby/Viger/FW

Prerequisite: 350-102 or 350-900 or 350-101 or Commerce or Business Administration student status.

The emphasis of this course is on the practical, non-clinical application of psychological principles. Basic concepts will be covered and related to applications in business and industry. Topics will include motivation, aptitude testing, opinion and market research, advertising, and compensation systems.

350-930-75 The Psychology of Sexual Behaviour

Selby/FW

Prerequisite: 350-900 or 350-101 or 350-102.

This course is a study of sexual behaviour. Topics include psychosexual development and sex roles, psychophysiological and socio-cultural factors influencing sexual behaviour, human sexual response, human sexual inadequacy—its etiology and treatment.

350-999-73 Individual Readings and Research in Psychology

Selby/Viger/FW

Prerequisite: A minimum of two previous courses in psychology, as well as the written permission of the instructor with whom the student wishes to work.

This course will permit students to pursue in depth their own interests in psychology under the close guidance of one or more members of the department. The content will be determined through discussion with the instructor. Among the possibilities are intensive reading, research studies, and participation in outside community agencies.

RELIGION

The study of religion at colleges and universities is a recognized academic discipline. It involves a serious examination and study of those aspects of culture and society which have centred around the ultimate questions posed by human existence. The study of religion involves no doctrinal presuppositions. It can be undertaken by believer, agnostic and atheist alike.

The Religion department at Dawson College attempts to give students an introduction to fields of study such as comparative religion (the study of world religions), ethics, philosophy of religion, sociology of religion as well as religious expression in the arts and in contemporary thought. Courses in religion can be taken as an option for the sake of general interest or as a preparation to further study and concentration at the university level.

370-102-71 Religions of the West

(formerly 370-910-72)

This course will concern itself with the major western religions, especially Christianity, Judaism and Islam. It will try to show how the doctrinal statements of these faiths have influenced the way in which their adherents see the world around them. Another focus will be the effects of technology and secularization upon these religions.

370-202-71 Religions of the East

(formerly 370-915-72)

This course is designed to meet the growing interest of western man in the spiritual wisdom of the East. It will involve a study of the Hindu, Buddhist, Confucian and Taoist religions in their Indian, Chinese and Japanese settings. It will deal with questions such as the nature and destiny of the soul, the psychology of meditation, the oriental understanding of life and of society.

370-402-71 Myth and Psyche

(formerly 370-913-72)

Modern psychoanalysis has discovered that the patterns of the subconscious mind bear an amazing resemblance to the images and stories of classical mythology. This course is a study of

these hauntingly beautiful and meaningful stories with a view to answering the question of how the psyche operates. It will examine what myths teach us about personal matters such as ambition, ambivalent feelings to parents, heroism, love, friendship, sexuality, madness, suffering, tragedy and death. It will involve a study of both myth and modern depth psychology.

370-910-72 Mysticism

This course will study the different types of religious experience, in particular the "mystical experience" — its nature, scope, conditions and validity. It will include readings from both Eastern and Western mystics such as the Upanishads, Tao te Ching, Buddhist mysticism, Plato, St. Paul, the Sufis, St. John of the Cross and others.

370-911-72 The Occult (formerly 370-914-72)

This course will study representative examples of occult practice with the intent to compare them with the regular religious practices with which they are related. In this way it is hoped that it will be possible to compare the views of traditional religion and the occult on such ideas as cause and effect, freedom and determinism, good and evil. Possible areas of investigation will be The Cabala, Tarot, Free Masonry, Zoroastrianism, Theosophy, Witchcraft, Black Magic.

370-913-72 Prophets, Old and New (formerly 370-977-70)

The ability of the Christian and Jewish religious traditions to produce individuals who are given the title "prophet" is the point of departure for this course. The forms of prophetic expression represented in such figures as Jeremiah, Jesus, Savanarola, Luther, Isaac Newton, and Joseph Charbonneau will be studied to show how prophetic figures, while seeing themselves in a conservative relation to their tradition, end up, at the same time, playing revolutionary roles in their environment.

370-916-72 Modern Religious Movements

This course examines several of the phenomena of the last twenty years which are religious or quasi-religious in appearance. This includes those movements which have occurred within the traditional North American "denominations" as well as imports from other cultures.

370-917-69 (Psychology and Religion) Death, Dying and Immortality

This course is designed to investigate the relationship between psychology and religion and how it influences man. The special themes to be studied are death, dying and immortality in their psychological and religious dimensions. Besides readings from Freud, Jung and Fromm, research will be done on the book of Job and the New Testament.

370-919-77 Modern Christianity

The concern of this course is the impact of Christianity on western civilization since the Reformation. It will also be concerned with the changes forced upon the Christian religion by the increasingly secular culture of the west.

370-965-77 Religion and the Healing Arts

This course will explore the various relationships which have existed between religion and healing in various times and cultures. The course will include not only Christian and Jewish attitudes, but also folk healing, possession phenomena as well as psychosomatic and psychiatric insights into the nature of healing.

370-969-70 Religion and Politics

By examining the arena of politics we shall try to understand how religion functions in society with both positive and negative potential. We shall study three representative religions, Christianity, Judaism and Islam, with corresponding political institutions in Israel, Pakistan and the United States to determine how religion has coloured the political process.

370-971-70 Religion and Science

This course is a study of the ways in which science and religion have influenced each other since the middle ages. Particular emphasis will be placed upon the various views of the world associated with both and their influence upon secular philosophy.

370-973-70 Personal Values

This course has the intention of leading students to examine and evaluate their own value system in terms of western religious insights. Some of the issues studied against the background of the Judaeo-Christian tradition will be war and peace, sex, love, race relations, freedom, religious institutions, ecology and technology.

370-975-70 Four Christian Writers

The history of western civilization is inextricably linked with the Christian faith which lies at its spiritual centre. This course is an examination of the thought of four of the greatest Christian thinkers: the author of the gospel of John, St. Augustine, Pascal, Simone Weil. It will deal with such questions as the Christian understanding of the nature of the universe, the nature of society, the human condition and the nature and destiny of man.

370-977-70 Sexuality in the Western Religion Tradition

This course will examine the attitude taken toward sexuality in the writings of Judaism, Christianity and Islam as well as study the religious attitudes and practices towards sexuality and the sexes in these major western religions.

370-979-69 God and Man in Film (formerly 370-911-72)

After taking this course students should be able to identify the human and religious problems in film and to judge the worth of the director's interpretations and solutions. The content of the course is determined by the content of the films. Themes such as love, hate, sexuality, revolution, rebellion, death, life, hope, old age, youth will be considered as well as the religious phenomenon projected in its cultural setting.

370-992-74 Judaism

This course undertakes an examination of the basic precepts and practices of Judaism through the ages as well as the problems of the Jewish tradition in its relation to the modern world. It will involve a discussion of the major thinkers of Judaism, Moses, the Patriarchs, the Prophets, the Talmudists, as well as such critical issues in Jewish faith as the place of prayer, dietary laws, holidays, community and social ethics, the Messiah, the Jewish relation to Christianity and historical anti-semitism. This course is designed to accommodate both Jewish and non-Jewish students.

370-995-77 The Holocaust

This course will examine the historical, theological and psychological forces that led to the virtual destruction of European Jewry in the years 1933-1945.

SOCIOLOGY

Sociology is concerned with the scientific study of human behaviour in groups. All of us belong to many groups, ranging from the family, peer group, social class, ethnic, religious, and political groups to society itself, which is the largest group of all. All of these groups influence our lives and determine how we behave towards other persons and how others behave towards us. In addition sociology studies the behaviour of deviants such as juvenile delinquents, gangsters, hippies and various kinds of addicts who belong to groups or subcultures which are different from the rest of society.

387-960-71 Introduction to Sociology I

E. Taylor

This course will select a number of contemporary issues, such as race relations in Quebec and North America, or the generation conflict, as the main points of reference. It will focus on introducing basic sociological terms and the use of these terms to explain contemporary problems: what sociology is all about; relationship between sociology and other social sciences; distinction between social problems and sociological problems; *basic sociological terms*: norms, values, status, role, sanction; socialization; deviance; social organization; culture; social change; social movements; race and ethnic relations.

387-961-71 Introduction to Sociology II

S. Lamb

Prerequisite: Sociology 960

This course will concern itself with certain broad issues of society: the origins of modern social development and change, and the sources of social stability and continuity. The first part of the course will deal with modernization, population growth, and the search for innovation. The second part will examine some of the basic social institutions which are traditionally considered to be essential to a stable and integrated society, and the problems that arise from the fact that in our society many of these institutions exist as formal organizations. A particular theme throughout the course will be the effect of modern urban life upon the individual.

387-961-71 Introduction to Sociology II

E. Taylor

Prerequisite: Sociology 960

This course will emphasize macro-sociology including the following areas: population dynamics, the family, economic sociology, political sociology, the sociology of religion, the sociology of education, social change and deviance, social movements, the Third-World, the youth in contemporary society. As far as possible we shall attempt to present Canadian material, particularly recent research findings to demonstrate the sociological principles being considered.

387-962-69 Introduction to Social Science

W. Hanigsberg

This course will attempt to expose students to the various social sciences (anthropology, sociology, psychology, economics) in order to show the common outlook on the nature of the human animal held by these fields as well as to explore the differences that distinguish these fields from each other. A major aim of the course is to bring the student to the point where he will be able to read, understand and criticize writings in these fields. We shall consider various topics, including education from the vantage point of these different fields.

387-962-69 Introduction to Social Science

P. Sinclair

This course is designed for students with a special interest both in the social psychology of small groups and in the knowing of self: why one does what one does; why one refrains from doing and feeling certain things. This course is *not* an academic course, with text, lectures and final examination. There are readings, but they are given to help the student understand what is going on in the group. Each group of ten students meets for one and a half hours a week in a T (for training) group.

387-962-69 Introduction to Social Science

H. Wagschal

As part of the interdisciplinary programme "Searching for Values", students will be given this course. This general introduction to the study of society will include an interdisciplinary examination of topics such as culture, values, social classes, institutions and communication. At the same time, critical readings in the specific subject 'Values in Technological Society' will be available for group discussions and seminars. Students will be asked to reflect on their own experience in an industrialized society by keeping a biographical journal. Actual field work and affiliation with community agencies, hospitals and schools will be made available and will be actively encouraged. Instruction will be given in basic techniques of social research.

387-963-72 Introduction to Techniques and Methods of Research

M. Westley

This course is an introduction to the theory and method of field research in the social sciences. Students will have experience through small research projects with the major techniques: observation, interviews, descriptive surveys, case studies, experiments.

387-970-71 Sociology of the Family

S. Lamb

This course will raise some of the basic questions about marriage and the family as universal human institutions. It will briefly examine the biological and sociological origins of marriage and family life and consider some cross-cultural differences that occur in areas such as kinship, courtship, child-rearing, etc. However, the central focus of the course will be the modern urban families similar to those found in our own society, and how marriage and family life relate to the experiences of members of the class.

387-972-71 Sociology of Leisure and Sport

A. Turowetz

The aim of this course is to achieve an understanding of popular spectator sport and popular culture as they reflect the dynamics and structure of leisure in mass society. The effects

of professional spectator sports on everyday life activity, the relationship between sport and the politico-economic order in society and a comparison of the overt and covert similarities and differences in all professional sports will be analyzed. The uses of leisure as functions in the search for self will be analyzed in some detail.

387-973-71 Sociology of Communication

H. Wagschal

The objectives of this course are to give the student a sociological perspective on the communication process; to permit the student to articulate and critically examine new perspectives, theories and alternatives concerning the future of mass communications in modern societies. Topics of discussion will include the process of communication; what is mass culture; radio, television, newspapers, periodicals, films and education as communication.

387-975-71 Sociology of Religion

E. Taylor

All of us are aware of religion as a fact of life and are all familiar with the idea of God, the devil, sin and immortality. But how did these ideas come about in the first place? What part does religion play in social life? Will religion eventually disappear? Focusing as much as possible on the Black religious experience, this course will attempt to explain some of these questions.

387-977-71 Sociology of the Arts

W. Hanigsberg

This course takes a sociological approach to defining what art is and how it is produced. The aim of the course is to show how our categorization of certain objects as "artistic" affects our response to them. A second major problem deals with traditions and the conditions under which certain works are seen as making a radical break with them.

387-980-71 Human Relations

M. Westley

This course will examine social process, social problems and social interaction in organizations; formal and informal group formation; the function of roles, goals and tasks and of the outside environment in relation to what people do in organizations and why; the human effects of organization as a work and life environment. We shall undertake case studies of small and large organizations. Visits to various institutions will be arranged, where possible.

387-980-71 Human Relations

Peter Sinclair

Prerequisite: Any two combinations of Sociology 960, 961; Economics 920, 921; Psychology 101, 201; Political Science 941, 944.

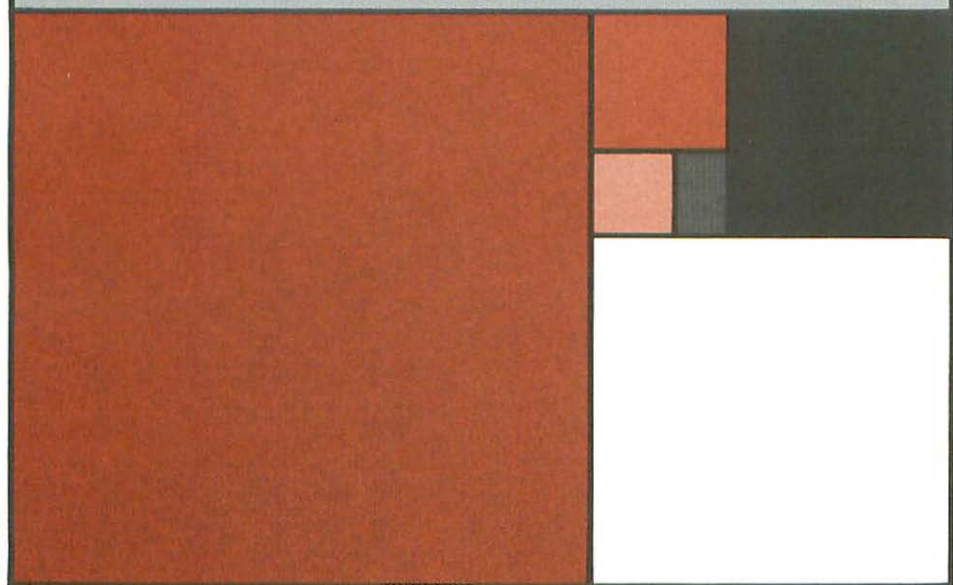
This course is designed for those students who have already had some introduction to the study of *industrial man* through economic models, social-psychological models or political-philosophical analysis. The course begins with the premise that a process variously called Capitalism or Industrialism has been and is evident in Europe and North America. We shall examine that process attempting to understand what are its goals, values, organizational features, work characteristics and implications for "life, liberty and the pursuit of happiness." TEXT: Tom Burns, *Industrial Man* (a book of readings).

387-991-74 Sociology of the Jewish Community

M. Rosenberg

This course is designed to examine the Jewish community both in Quebec and around the world as an urban, ethnic minority as well as a case study in contemporary ethnicity. The sociological significance of Jewish culture, history, religion, institutions and identity will all be considered, as well as the relationship to other ethnic groups.

**science
sector**



SCIENCE FACULTY: LAFONTAINE

AHMED, Nehal
Math/Physics

BEHRMAN, Rick
Math/Physics

BENGHIAT, Al

Math/Physics

BERLOW, Peter
Chemistry/Biology

BROWN, John

Math/Physics

CASH, David
Chemistry/Biology

CHOQUETTE, Yolanda

Chemistry/Biology

COYLE, David

Math/Physics

D'ANTONI, Paul
Math/Physics

DEGRAAF, Rene

Math/Physics

DICHMANN, Klaus

Chemistry/Biology

DUBROVSKY, Diana

Math/Physics

ERDOGAN, Hode
Math/Physics

FENSTER, Ariel
Chemistry/Biology

FERN, Keith

Chemistry/Biology

FOX, Thomas

Math/Physics

GUJRATHI, Subhash
Math/Physics

HALL, Lena
Math/Physics

HAMDY, Safinaz

Math/Physics

HILL, Aniko

Chemistry/Biology

JAIN, Roop
Chemistry/Biology

JANDHYALA, Shastry

Math/Physics

JANMOHAMED, Jan

Chemistry/Biology

KOSITSKY, Nat
Math/Physics

LAQUOC, Bao
Chemistry/Biology

NAIDOO, Bala
Chemistry/Biology

OBERHOLZER, Jurg
Math/Physics

PORTNER, Gerry
Math/Physics

RAHMAN, Abdul
Math/Physics

ROBERTS, Ann

Math/Physics

SCHWARCZ, Joe
Chemistry/Biology

SCHOEMAKER, Richard

Math/Physics

SIMPSON, Peggy

Math/Physics

TSIEN, Tom
Chemistry/Biology

VADLAMUDY, Subbanna
Chemistry/Biology

VAN NORMAN, Eleanor

Chemistry/Biology

WITHERELL, Sanford
Chemistry/Biology

SCIENCE FACULTY: SELBY

ADLEY, David
*Chemistry/
Chemical Technology*

AHMAD, Wahid

Chemistry/

Chemical Technology

ANAND, Kishore

Mathematics

ANDERSON, Michaela

Physics

ANNINOS, Photios

Physics

ASSAAD, Nadra

Chemistry/

Chemical Technology

ASSAAF, Basim

Physics

AZAM-YANGANEH, Firooz
Mathematics

BENMUSSA, Stella
Physics

BISHAY, Youssef
Geology

BOWLES, Sandra

Biology

BOYARCHUK, John

Mathematics

BRENDER, Harold

Chemistry/

Chemical Technology

BRITTON, Jill

Mathematics

BRYDON, Gerald

Chemistry/

Chemical Technology

BURT, Vivien

Biology

COCKHILL, Mel
Biology

DENTON, John
Mathematics

ENTUS, Edward
Mathematics

FAINSILBER, Harry
Mathematics

FIELDING, William

Biology

GARGOUR, Christian
Physics

GELLER, Lionel

Mathematics

GOMBOS, Ivan

Mathematics

GOODALE, Glen

Mathematics

GRAHAM, Jim

Mathematics

GREENSPAN, Harry

Mathematics

GREIG, A.W.

Mathematics

GUERRIERO, Joseph
Mathematics
GUPTA, Om
Physics
GURUDATA, Neville
Chemistry/
Chemical Technology

HADDAD, Lew
Physics
HARDT, Barbara
Biology

HART, Derek
Mathematics
HECHT, Paul
Mathematics
HSU, Bernadette
Mathematics

JACOBS, Lorne
Chemistry/
Chemical Technology

LIBERMAN, Harry
Mathematics

MACKAY, Walter
Chemistry/
Chemical Technology
MACKENZIE, Ian
Physics

MACLACHLAN, Sally
Biology

MCARTHUR, George
Mathematics

MCFARLANE, Keith
Mathematics

MCKENZIE, Bob
Mathematics
MUSZYNSKI, Steve
Physics

NADLER, Arie Leon
Mathematics
NARINE, Latchmy
Mathematics

OP DE BEECK, Jacques
Biology

PAPADOPOULOS, Max
Physics
PHULL, Smillar S.
Mathematics

RAAB, Karl
Chemistry/
Chemical Technology

RAO, Durga
Physics

ROTH, Irene
Mathematics

SAXENA, Govind
Physics
SERAFIN, Anna
Chemistry/
Chemical Technology
SINCLAIR, Anne
Biology

SMITH, Brian
Mathematics

SMITH, Darryl
Mathematics

SOSSOYAN, Kevork
Mathematics
STALEY, Patricia
Biology
SVEC, Miloslav
Physics

TAM, Kwok Kee
Mathematics

VAN EYKEN, Henry
Chemistry/
Chemical Technology
VUKADIN, Dunja
Chemistry/
Chemical Technology

WALDRON, Brian
Chemistry/
Chemical Technology

WHARF, Ivor
Chemistry/
Chemical Technology
WILSON, Onslow
Chemistry/
Chemical Technology

YIM, Chung Tat
Chemistry/
Chemical Technology

ZENONE, Silvio
Physics

SCIENCE PROGRAMME

SELBY/LAFONTAINE CAMPUS

A. ADMISSION REQUIREMENTS

1. INTRODUCTION

The pre-university science programme at Dawson College can prepare students for admission to faculties of science, engineering and health-oriented fields at Quebec universities, and thus represents the first post-secondary stage towards the B.Sc. degree. The programme is described within this section.

2. ADMISSION PREREQUISITES

The minimum entrance requirement for students going into the sciences is a Secondary V Certificate and evidence of some ability to profit from a Cegep science programme. For admissions purposes, the Cegeps will place greater emphasis on student performance in the mathematics and science subjects than on the specific courses taken.

The basic preparation to be taken at the high school level is:

Chemistry 512 or 422 or 452 or 462

Physics 512 or 432, or 452

Mathematics 522 or 532

Students lacking one or more of the above courses, if admitted, may take the missing course(s) at Dawson, preferably in the summer prior to entering the College. Chemistry 522 or 552 (Chem Study) and/or Physics 522 or 552 (PSSC Physics) taken at high school will allow students more choice of science courses to be taken at Cegep. Students who cannot take these courses at high school might wish to take Chemistry III and/or Physics III in the summer preceding entrance.

B. COURSE CHOICE

At registration students receive advice on courses to take, fill out their timetables with the assistance of faculty members, and obtain departmental approval for every course selection.

Students taking six courses will typically choose three from mathematics and sciences, one English, one humanities, and an elective.

When choosing courses students must keep in mind the requirements for the completion of the Diploma of Collegial Studies (DCS) as well as the admission requirements for the university programme of their choice. To complete the Diploma of Collegial Studies science students must take: twelve concentration courses (science/mathematics), four English, four humanities, and four complementary courses. Of the twelve concentration courses, eight are common to all science students. The remaining four depend upon high school preparation and university plans. The following tables summarize this information:

Common Core of Eight Required Courses

Mathematics 103 and 203

Chemistry 101 and 201

Physics 101, 201, and 301

Biology 301

Supplementary Required Courses

General Science — none

Engineering Science — Mathematics 105

Health Science — Chemistry 202 and Biology 401

In addition to the required course(s) above, certain other courses are required depending on the courses taken in high school.

Subject	High School Course	Additional College Requirement(s)
Mathematics	422 522 or 532	Mathematics 211 and 311 *strong math background
Chemistry	522, 552, or 562 512, 442, 452, or 462	none Chemistry III
Physics	522 or 552 512, 432, or 452	none Physics III
Biology	—	none

*Students who are weak in Functions are strongly advised to take Pre-Calculus Mathematics (Math 311) before taking Calculus I (Math 103).

The four complementary courses may be chosen from arts courses, career programme service courses or (after consultation with an academic adviser) from biology and/or geology. For more information on graduation and university entrance requirements, please contact the academic adviser at Selby or LaFontaine.

Students may attempt to arrange their timetables to meet particular interests and needs. However, science students are expected to take at least two science/mathematics courses per term to comply with the academic regulations.

C. GRADING AND ACADEMIC STANDING

Marks are recorded on a 0 to 100 scale with 60 as the minimum passing grade. Students' grades are based on several methods of evaluation: laboratory reports, progress examinations and/or quizzes, and a final examination. Students who miss a substantial number of classes are not likely to pass.

The grades awarded may be considered to have the following rough significance:

60-69 Passing.

70-79 Average.

80-89 Very good.

90-100 Outstanding.

Grades are available at the end of the examination period, posted in the office areas. The departmental approval table at registration also has a record of the previous term's grades. If students feel that an error has been made, their first contact should be with the course instructor.

Returning students who have, in the previous term, failed more than one third of their courses, or have failed a science or mathematics prerequisite course, will be ON WARNING. If this is the second such warning, or if students have failed more than half of their courses, a readmission interview will be held before they may register. Students who have been interviewed may or may not be permitted to continue in the programme.

Increase in load from four courses to six courses will be determined at registration.

Returning students who have been highly successful in the previous college semester may apply at registration for permission to take an extra load (a seventh course). In general, only exceptional students should attempt an extra load, and missing courses should normally be taken in the summer session.

HONOURS MATHEMATICS COURSES

Dawson College is the only Cegep in Montreal which offers honours courses in mathematics. The courses are intended for students whose aptitude in mathematics is well above average and who wish to study mathematics in more depth. The emphasis of these courses is on the theoretical aspects of mathematics and on more challenging applications.

The courses are currently confined to the first two Calculus courses but may be expanded in the future to include other courses. They will be offered at both the Selby and LaFontaine campuses.

These courses will be of most benefit to those who wish to continue at university in mathematics or math-physics but may also appeal to students who enjoy mathematics but do not wish to make their careers in this area.

Acceptance to the courses is based primarily on high school marks. Only students with exceptional grades in mathematics and science will be considered for these honours courses.

PREPARATORY SCIENCE PROGRAMME

The Preparatory Science Programme (PSP) is an alternative programme which provides educational opportunities for students who wish to embark upon a science or science-oriented career but who do not have a science background or who have been away from school for a period of time. The programme offers studies in chemistry, physics and mathematics at the pre-college level for one full academic year (two semesters), with emphasis on topics and skills necessary for entry into regular pre-university courses in these fields. Students carry a maximum of four courses during this period of study, the fourth course usually one which emphasizes reading, writing and study skills appropriate to the students' capabilities.

AIMS

The PS Programme has been established with the following broad aims in mind:

To provide students with the opportunity to enter studies at the Cegep level in pre-university science or engineering and para-medical technologies by acquiring the necessary pre-collegial science and math prerequisites.

To provide a study environment of close student-teacher interaction.

To provide a programme of study individually identified to the students' abilities and problems.

To enable the students to study science and mathematics in an integrated milieu.

To help those individuals who have not been in an educational system as full-time students for several years prepare themselves for the transition between secondary school studies and the rigorous studies at the Cegep.

To provide the students with the opportunity to improve their study skills and in appropriate instances to learn how to study.

THE PERSONALIZED SYSTEM OF INSTRUCTION IN SCIENCE AT DAWSON COLLEGE

The LaFontaine Campus Science Sector is offering several courses which provide an alternative to the traditional "lecture" method. The "P.S.I." or "Keller Plan" approach has been used successfully by more than one thousand college instructors in various disciplines during the past twelve years. Introduced to Dawson College fairly recently, this alternate way of learning has been well received by students in Chemistry, Mathematics and Biology.

In the P.S.I. approach, the course is divided into small units, each requiring about one week of study.

For each unit, there is a teacher-written study guide, which allows students to work at their own pace, with the textbook, and to choose the most convenient times to study. The instructor is frequently available for assistance with difficult points in the texts.

For each unit, there is a post-test or quiz, which must be passed before students can progress to more advanced content. The unit test may be rewritten as often as necessary, without any penalty, until students achieve a high level of competence.

Several Dawson students are assisting as proctors, to monitor and mark unit tests. This provides instant feedback on performance, and allows students to take unit tests at many different times during the week, thus facilitating development of a personal study schedule.

The passing grade (60) is achieved entirely through mastery of about 15 basic units, plus adequate performance on conventional laboratory exercises. The pass rate is well over 90% for students who persevere.

A higher grade is achieved through better-than-adequate laboratory results, through passing supplementary (optional) units of greater difficulty, and with a final examination.

Classes are held once a week in some courses and are used for demonstrations and discussions of a general nature. No "lectures" on course content are planned.

Students are not "on their own" in a P.S.I. course. Frequent consultation with the instructor and proctors, as well as deadlines for each unit, discourage procrastination, and provide an environment in which students can establish a study schedule which best suits their personal needs and learning style. Some students will finish the basic units in less than twelve weeks of study. A few may take slightly longer than fifteen weeks. The emphasis is on the student as an individual.

Although the majority of students can function well in either a P.S.I. or a lecture setting, there are some students who will do best in P.S.I. (those who tend to spurt ahead or fall behind, and those who are consistently bored with lectures) and others who should take "lecture" sections (those who do not wish to set up personal study schedules, or who wish to "cram" for exams). The choice is theirs.

If students decide to enter a P.S.I. section, they will be expected to leave space in their timetable for a single 1½ hour class; for laboratory (if present); and for at least 4½ hours in which they can obtain instructor assistance and write unit tests, spread over three or four days of the week. They will not use all of these hours, but they must be free to utilize them when necessary.

Further information on P.S.I. will be available at registration.

COURSE DESCRIPTIONS

BIOLOGY

101-191-77 Interpretation of Nature

This course is required for students in Community Recreational Leadership Training. The aims of this course are: to help students discover the multiple facets which make up the

environment; to discover the plant and animal components of natural communities; to discover the interrelationships which exist between biotic and abiotic components of each ecosystem; to be able to distinguish between varying characteristics of organisms eventually leading to their identification.

101-301-73 General Biology I

Prerequisite: Chemistry 101 is strongly recommended

This course is required for students in Pre-University Health and Pure and Applied Science and a possible option for Arts students.

It is designed to provide students with a basic understanding of the great diversity of living forms and how they have evolved with time. Emphasis is on the interaction of environment and life showing how adaptation to changing conditions in the past has prepared the way for life forms of today. To help understand these topics a study of modern and classical genetics is also included. Laboratory sessions complement the lecture material and are an integral part of the course.

101-317-73 Biometrics

Prerequisite: High School Algebra

This course, intended primarily for Radiography and Medical Laboratory students, is an elementary introduction to basic statistical ideas. Its prerequisites are an ability to handle mathematical concepts found in a beginner's algebra course, and a reasonably good background in biology, which will be helpful in following the kinds of examples used.

101-401-73 General Biology II

Prerequisites: 101-301-73 General Biology I and Chemistry 201 is strongly recommended.

This course is required for students in pre-university Health Science and is strongly recommended for pre-university Pure and Applied Science students planning to enter biological sciences at university. It offers an introduction to cell chemistry, cell structure and function and the regulation of cell activities in plants and animals; multicellular organization and development; regulation at the level of the whole organism: hormonal (plant and animal) and neurological control. Laboratory exercises will include use of various experimental techniques and observation of representative plants and animals.

101-921-931-75 Biology for Nurses

101-942-943-77

Prerequisite: High School Chemistry.

This course is required for students in the three-year Nursing programme. It offers an integrated approach to the study of Anatomy, Biochemistry, Microbiology and Physiology as related to man. Emphasis is placed on the chemistry of life processes, cellular function and the coordination of body functions in the maintenance of health. Aspects of disease production and immunology are also discussed. Laboratory exercises complement class theory.

101-921-75 Human Biology I

Prerequisite: High School Chemistry.

This course is required for Radiography and Medical Laboratory students, and for Arts students planning to enter psychology. It is also a possible science elective for arts students. It offers an introduction to basic biological principles stressing the chemistry of life processes with particular reference to man. The course emphasizes cellular function, the nervous and endocrine control mechanisms which regulate the cellular environment. The laboratory exercises are designed to complement the theory discussed in class.

101-931-75 Human Biology II

Prerequisite: 101-921-75 Human Biology I

This course is required for Radiography and Medical Laboratory students, and a possible option for arts students. It offers a continuation of 101-921-75 emphasizing the co-ordination of body functions in maintaining the internal environment, and including digestion and absorption of food, respiration and circulation, fluid and electrolyte balance, and reproduction.

101-995-75 Social Biology — The Human Ecosystem

This course has no laboratory or prerequisite and is open to all students. The primary course objective is to provide students with a factually based insight into the complex web of interrelationships between man and the world he lives in — the human ecosystem — in order to

show that man must live in equilibril harmony with other elements of his ecosystem or perish. Topics covered will include basic ecological principles, and analysis of the components and interrelationships comprising the human ecosystem, the evolution of the present ecological crisis and the proposed solutions to the problems facing the human ecosystem today.

101-997-75 Human Genetics

This course is designed for non-science students who have not taken a previous biology course at the college level. The factual and theoretical foundations of evolution, reproduction and genetics will be discussed in the context of human heredity. An understanding of these areas of biology will help the student to react rationally and responsibly to the social, ethical and moral problems of today's society due to the so-called biological revolution.

101-998-75 Man's Survival — Are We Fooling Mother Nature?

This is a science elective for non-science students. There is no prerequisite or laboratory. The course offers a biological interpretation of man's conflict between himself and his natural heritage. The biological implications of over-population, environmental pollution, exhaustion of natural resources and other potential stress stimuli will be discussed. Consideration of solutions to these problems will centre on the roles of agriculture, energy utilization, medicine and socio-political decisions, as all of these relate to the physiological needs of man.

101-999-75 Great Questions in Biology

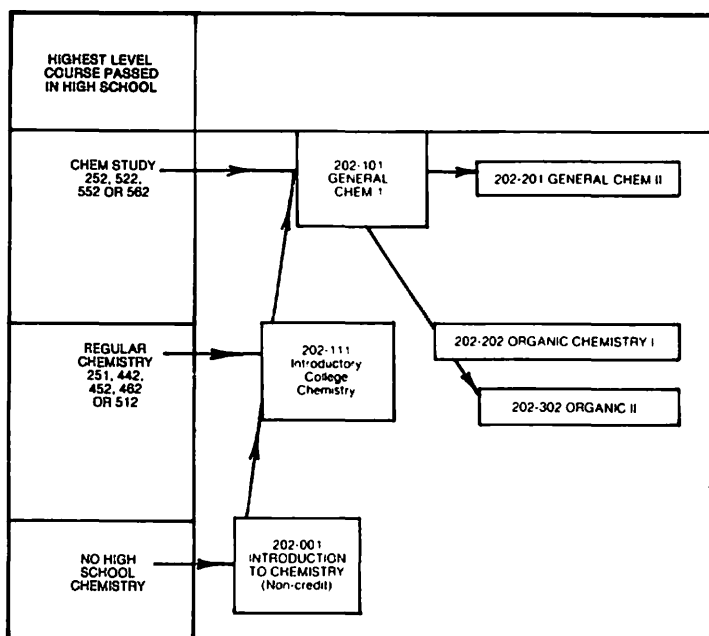
This course is available to students registered for General Biology (101-301-73) who show extensive knowledge of biology. It is taken concurrently with General Biology I and involves the students in seminars where they present papers on some aspect of biology of interest to themselves.

144-201-77 Anatomy of the Skeletal-Muscular System

Prerequisite or Corequisite: 101-931-75

This course covers the detailed anatomy of the skeletal and muscular systems (including blood supply). Special topics are studied to supplement anatomy covered in Biology 931. This course is oriented toward the needs of Radiography students.

CHEMISTRY



202-001-00 Introduction to Chemistry

This course is required for students who have not taken or passed high school chemistry. Course content: Introduction to Measurements, Units, Matter and Energy; The Laws of Chemical Combination; Classical Atomic Theory; The Behaviour of Gases; Atoms and Molecules; Chemical Names, Formulae and Equations; Chemical Arithmetic and Problem-Solving. This is a non-credit course.

202-101-76 General Chemistry I

Prerequisite: 202-111-73 or Chemistry 522, 562 or 552, or equivalent, or permission of department.

This course is required for all students in pre-university science and Chemical Technology. Course content: Classical Atomic Theory; Review of Stoichiometry; Modern Atomic Theory; Quantum Theory and Atomic Structure; The Periodic Table. Chemical Bonds: Ionic and Covalent; Bond Polarity; Hydrogen-bonds; Metallic Bonding; Van der Waals Forces. Solids, Liquids, Gases; Phase Changes.

202-111-73 Introduction to College Chemistry

Prerequisite: 202-001-73, or High School Chemistry 442, 452, 462 or 512, or equivalent.

This course is required for all students in pre-university science who do not have "Chemistry Study". Course content: Matter and Energy, Atoms and Molecules, Atomic Theory; Chemical Reactions, Stoichiometry; The Gas Phase and Chemical Reactions; Solutions and Chemical Reactions; Energy and Chemical Reactions; Ions, the Electrical Nature of Matter; The Structure of the Atom and Chemical Bonding. Other topics may be included.

202-201-75 General Chemistry II

Prerequisite: 202-111-73 or equivalent, or permission of department.

Previous courses in physics and calculus are desirable. This course is required for all students in pre-university science, Chemical Technology and Medical Laboratory Technology. Course content: Solutions; Chemical Equilibrium; Ionic Equilibria; Energy and Chemical Equilibrium; Chemical Kinetics; Electrochemistry; Electrolysis; Redox reactions: Acids and Bases; pH; Buffer Solutions; Titrations.

202-202-75 Organic Chemistry I

Prerequisite: 202-101-73 or equivalent.

This course is required for pre-university science students intending to enter health science programmes. It is also recommended for students planning to major in chemistry, chemical engineering, or biological sciences programmes. Course content: Nature of Organic Compounds; Functional Groups and Nomenclature; Stereochemistry; Bonding, Reactivity and Reaction Mechanisms; Study of the Chemistry of Alkanes, Alkenes, Alkynes, Benzene, Halogen derivatives, Grignard Reagents, Alcohols and Phenols.

202-204-75 Organic Chemistry

Prerequisite: 202-201-75 or equivalent.

This course is required for all students in Medical Laboratory Technology. Course content: A survey of Organic Chemistry; Introduction to Hydrocarbons and Functional Groups; Emphasis on Systems of Biological Interest.

202-301-75 Physical Chemistry I

Prerequisite: 202-201-75, or equivalent, or permission of the department.

Completion of Calculus II and Mechanics is recommended. This course is recommended for students entering chemistry, chemical engineering, biochemistry, and other chemically oriented biological science programmes. Students planning to enter other physical science and engineering programmes will find the course useful. Course content: Ideal and real gases: the Kinetic Molecular Theory of Gases. Molecular Energy: the Boltzmann Distribution. Equations of state. Thermochemistry: First Law of Thermodynamics: Enthalpy. Second Law of Thermodynamics: Entropy; Free Energy. Physical and Chemical Equilibria: Phase Diagrams: The Phase Rule: Colligative Properties.

202-302-75 Organic Chemistry II

Prerequisite: 202-202-73, or equivalent.

This course is required for pre-university science students intending to enter health science programmes. It is recommended for students planning to major in chemistry, chemical

engineering, or biological sciences programmes. Course content: Ethics, Cyclic Ethers; Aldehydes and Ketones, Carboxylic Acids and derivatives, Lipids, Amines and Nitrogen Heterocyclic Compounds, Carbohydrates, Amino Acids and Proteins.

202-901-75 Chemistry and Social Concern

No Prerequisites

The economic and social importance of discoveries in chemistry will be discussed and presented as a basis for the development of a critical sense with which the students may better understand the implication of science in their life. The course will be developed around one or more of the following themes: Natural Resources; Domestic Products; Products for Personal well-being; Manufactured Products; Pollution.

202-902-75 Chemistry and Social Concern

No Prerequisites

Themes and subjects covered will be different from those treated in 202-901-75

GEOLOGY

205-901-74 Physical Geology

Prerequisite: None

This course is intended for science and geography students. The course initiates the student in geology and helps him develop a sense of observation. It deals with the principle methods of physical geology. The earth's material, including minerals and rocks, are examined. The surface and subsurface processes, both constructive and destructive, are studied.

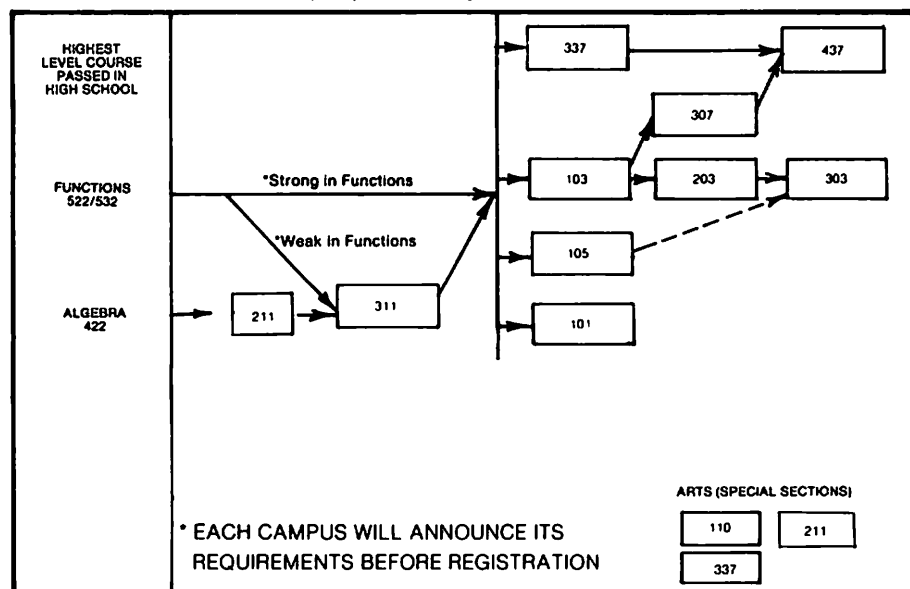
205-902-74 Introduction to Geology

Prerequisite: None

This course is intended for non-science students to help them understand the origin and the material of the earth and develop a sense of geologic observation. The surface processes shaping the face of the earth are studied. The interaction between surface and subsurface processes will be studied. There will be an emphasis on such processes as volcanism, landslides and earthquakes.

MATHEMATICS

MATHEMATICS FLOWCHART (For pre-university students)



201-101-77 College Mathematics

Prerequisite: Functions 522/532.

Basic ideas in college algebra, analytical geometry and combinations are presented in this course. Emphasis will be placed on application and providing a good foundation for further studies in mathematics. Topics include arithmetic and geometric progressions, math induction, complex numbers, polynomials, introduction to analytical geometry and combinations.

201-102-77 Introduction to Applied Mathematics

Prerequisite: Functions 522/532.

This course is intended for career students only. There is a choice of the following topics: Logarithmic and Trigonometric Functions; Boolean Algebra; Geometry in the Plane and Space; Spherical Trigonometry; Analytic Geometry in the Plane (translation, rotation, conics, etc.); Combinatorial Analysis and Introduction to Probability; Real and Complex Numbers; Theory of Equations; Natural numbers and Recursive Formulae; Vectors; introduction to linear algebra and linear programming. Other topics may be selected — the number will vary according to the needs of the students. However, normally two to five topics will be taught, except for special cases.

201-103-77 Differential and Integral Calculus I

Prerequisite: Function 522/532.

This course offers an introduction to limits and continuity; Differentiation — the derivative, applications, optimization, etc; Introduction to anti-differentiation and integration.

201-105-77 Introduction to Linear Algebra

Prerequisite: Function 522/532.

Vector Spaces (intuitive approach). Matrices and Determinants. Vector products (scalar, vector, triple scalar product). Systems of equalities and inequalities. Students who intend to take Physics 101 would be well advised to take this course either before or concurrently.

201-110-73 Mathematics: A Human Endeavour

Prerequisite: None.

This course is intended for the non-science student with a limited background in mathematics. The audio-visual approach is an integral part of the lecture format. Topics covered might include: mathematics — a universal language, inductive reasoning, deductive reasoning, sequences, the binary system, functions growth and decay, the mathematics of musical scales, the sine curve, wave phenomena, the conics, the golden ratio (math in art), spirals, the Fibonacci sequence (math in nature), clock arithmetic, line design (curve stitching), probability, binomial probability, symmetry, mathematical mosaics, regular and semi-regular polyhedra, geodesics, network theory, recreational topology.

201-203-77 Differential and Integral Calculus II

Prerequisite: 201-103-77 or equivalent.

This course offers further topics on limits (l'Hôpital's rule, limit of transcendental function, etc.); Antidifferentiation and integration (techniques, improper integrals). There is also a choice of sequences and series or differential equations.

201-211-75 Algebraic Functions

Prerequisite: High School Algebra 422

This course is for students who have not taken high school Functions 522/532.

Topics: fundamental operations with algebraic expressions, factoring, algebraic fractions, exponents, radicals, linear equations in one and two unknowns, quadratic equations, linear and quadratic functions.

201-303-77 Differential and Integral Calculus III

Prerequisite: 201-203-77 and 201-105-77 are strongly recommended.

Choice of the following topics: functions of many variables and partial derivatives, multiple integrals, differential equations, fourier series, Laplace transforms.

201-307-77 Introduction to Mathematical Probability Theory

Prerequisite: 201-103-77 or equivalent

This course is preparatory to university Statistics and Probability and is therefore strongly recommended to those intending to enroll in the Pure and Applied Science programmes in

university. Topics include combinatorial analysis, probability spaces, random variables, and derivation of their distribution and density functions, moment generating functions and discussion of common density functions. A brief introduction to inferential statistics will also be provided.

201-311-75 Functions

Prerequisite: 201-211-75

This course is for students continuing from Functions 201-211-75 and for students who have passed functions but whose grades are low. It is intended to bring students up to a level where they can enter 201-103-77. Some sections of this course are given in modular or programme form. Topics: exponential, logarithmic and trigonometric functions, conics, graphing functions.

201-337-77 Statistics

Prerequisite: Functions 522/532 or equivalent

Descriptive statistics, binomial distribution (tests of hypothesis, sign test), normal distribution (poisson distribution, central limit theorem, "t" distribution, estimation of population parameters), F-distribution, simple correlation and regression.

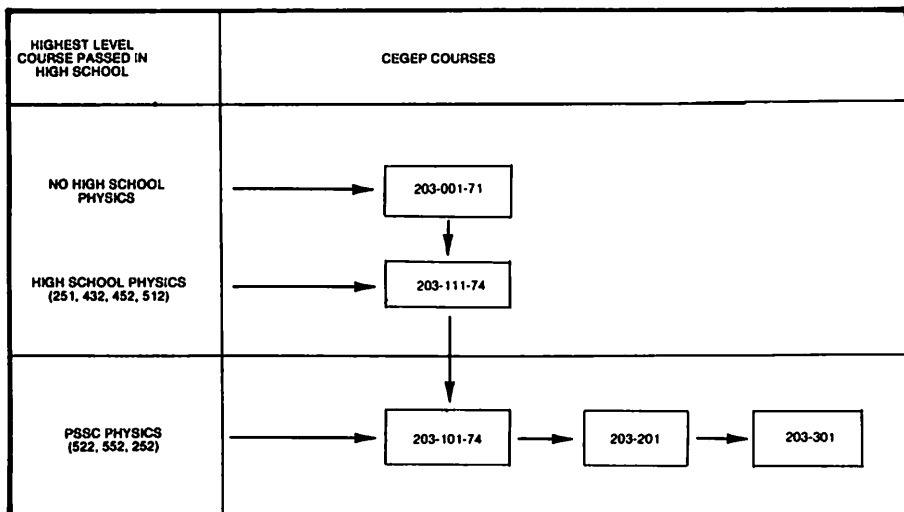
201-437-77 Statistical Analysis

Prerequisite: 201-337-77

A continuation course in applied statistics, primarily for students in the behavioural and social sciences. Topics include: Power, Sample, Size, Determination, Experimental Errors; Non-Parametric Statistical Tests; Analysis of Variances up to two Fixed Factors with Interaction; Regression. If time permits, the S.P.S.S. computer package for statistical analysis will be introduced.

PHYSICS

The flow sheet below shows the sequence of courses to be followed by the majority of students. Special courses for career and advanced students are not shown on the flow chart. They are described in the course descriptions that follow.



1. INTRODUCTORY PHYSICS

203-001-74 High School Physics

Corequisite: Functions (522, 532) or equivalent

Contents: Mechanics: One dimensional motion, Newton's Laws, Conservation Principles: Heat; Introduction to Electricity and Magnetism.

203-111-74 Concepts in Physics

Prerequisite: High School Physics (512, 432, 452) or equivalent.

Corequisite: Functions (522, 532) or equivalent.

Students with PSSC physics need not take this course. Contents: laboratory techniques and measurements; Vector Algebra; Mechanics: one and two dimensional motion, Newtonian mechanics, conservation principles and dissipative systems: heat; waves and geometrical optics; modern physics.

2. PHYSICS FOR CAREER STUDENTS

203-102-74 Mechanics

Prerequisite: High School Physics (512, 432, 452) or equivalent and Functions (522, 532) or equivalent.

Contents: mathematical review; basic Algebra, Geometry and Trigonometry; slide rule, graphs, statistical methods, approximation methods, nature and estimation of errors; Vector Algebra; Kinematics: motion in one and two dimensions, freely falling bodies, projectile motion, uniform circular motion; Dynamics: Newton's Laws, force, gravitation, conservation principles, frictional forces, inclined plane; rotational motion: Kinematics and Dynamics, torque and angular momentum, moment of inertia. Statics: study of equilibrium conditions.

203-202-74 Electricity and Magnetism

Prerequisite: 203-102-74 or 203-101-74.

Contents: Electrostatics: Static electricity, Coulomb's law, electrostatic potential and field, electric flux; Direct Current: EMF, Ohm's law, Joule's law and Kirchhoff's laws, elementary circuit analysis, electrical energy and power, Wheatstone's Bridge and potentiometer; Electric Field: Lines of force and equipotentials, capacitances and dielectric; Electromagnetism: Basic magnetism, interactions between moving charges and currents with magnetic fields, magnetic field due to moving charge, magnetic flux and induced EMF, self and mutual inductances: Transient Phenomena; Simple harmonic motion and wave motion; Alternating Currents; Impedances, basic circuitry; Electrical Equipments: A.C. and D.C. meters, motors and generators, transformers.

203-202-74 (RM) Electricity and Magnetism

Prerequisite: High School Physics (512, 432, 452) or equivalent. Functions (522, 532) or equivalent.

The purpose of this course is to give paramedical technologists an understanding of fundamental electricity and magnetism, especially as applied to equipment he or she may encounter in the hospital. The course starts with electrostatics, describing the electrical forces found in nature (Coulomb's law). The next section deals with D.C. circuits, current, power, voltage resistance and series and parallel circuits. Magnetism and electromagnetism (the relation between electricity and magnetism) are covered next with special emphasis on motors, generators and transformers. A.C. circuits using inductors and capacitors are next, including the use of rectifiers and diodes. If time permits, some electronics (transistors, tubes, amplifiers) may also be done. For Medical Laboratory Technology students, the last two weeks may be used to cover geometrical optics.

203-302-74 Optics and Modern Physics

Prerequisite: 203-202-74 or 203-201-74.

Contents: Simple Harmonic Motion, waves — progressive and stationary, propagation of sound waves, superposition principle; Geometrical Optics: Laws of reflection and refraction, reflection and refraction from plane and spherical surfaces, lenses, prisms; Optical Instruments: Telescopes, microscope, camera, human eye, defects of images and their remedies; Physical Optics: Light as a wave, Huygen's principle, interference and diffraction of light, light and electromagnetic spectrum; Modern Physics: Old quantum theory, Planck's law, photoelectric effect, Bohr's theory, uncertainty principle. De Broglie's theory, structure of the nucleus, radioactivity, equivalence of mass and energy, fission and fusion.

203-302-74 (RM) Optics and Modern Physics

Prerequisite 203-202-74 (R)

This is a continuation course for Radiography students only. The course starts with geometrical optics, reflection, refraction and then lenses and lens combinations. Special

mention is given to microscopes and camera. Lens defects and aberrations are also covered. Waves in general and the wave nature of light including interference, diffraction and polarisation are next. The latter part of the course deals with atomic and nuclear physics, covering such topics as the production of X-rays, interaction of radiation with matter and radioactivity.

203-975-74 Concepts of Strength of Materials

203-950-74 Statics and Strength of Materials

Prerequisite: 203-976-74

These courses are designed for students of Civil, Mechanical and Architectural technology. Contents: 1. Stress and strain: Force and stress, graphical study of stress-strain relationship, tensile, compressive and shear stresses, members of composite materials, safety factor. 2. Joints: Riveted, bolted and welded joints, pressure vessels. 3. Beams: shear forces and bending moments, formula for bending stress, design of beams, failure of beams, safety factor. 4. Column's classification of columns, Euler's equation. 5. Torsion of cylinders, shafts, angle of torsion, power transmission, safety factor.

203-976-74 Graphical and Analytical Statics

Prerequisite: 203-102-74

This three hour course is also designed for Civil, Mechanical and Architectural Technology students. Contents: 1. Review: plane and solid geometry, trigonometry, simultaneous equations, graphical and analytical methods of combining forces, moments. 2. Concurrent coplanar forces conditions of equilibrium, examples from related fields. 3. Non concurrent coplanar forces: Varignon's theorem, resolution and composition of couples, examples, cranes, derricks, trusses and beams, shear forces and bending moments in beams. 4. Non coplanar forces: general conditions of equilibrium, special cases-concurrent non coplanar and parallel non coplanar forces. 5. Friction: frictional forces, dry sliding friction, wheel friction, axle friction and disc friction. 6. Centre of gravity: centroids of simple and composite areas, moment of inertia of simple and composite areas, transfer formulae.

3. PHYSICS FOR PRE-UNIVERSITY SCIENCE STUDENTS

The following sequence of courses (101, 201, 301) is offered for students intending to study science at university. The content of this sequence is similar to that of the 102, 202, 302 series for career students, but the topics are covered in greater depth and detail. Calculus is used extensively.

203-101-74 Mechanics

Prerequisite: 203-111-74 or PSSC Physics (522, 552).

Corequisite: 201-103-77 Calculus I (It is strongly recommended that this course be taken prior to Physics 203-101-74.)

Before taking this course it is desirable that a student have taken or be taking Mathematics 105 (Vectors). Contents: 1. Kinematics: Motion of particles in one and two dimensions, relative motion, freely falling bodies and projectile motion, uniform circular motion. 2. Dynamics: Newton's laws, gravitation, work, energy and power, conservative systems and frictional forces, collisions and cross-sections. 3. Rotational motion: kinematics and dynamics, torque and angular momentum, moment of inertia. 4. Statics: equilibrium of rigid bodies, centre of gravity. 5. Simple harmonic motion: basic principles, relation to uniform circular motion. 6. Theory of special relativity: historical background, Galilean relativity, Lorentz contraction and time dilatation, transformation laws between inertial frames, Einstein's addition theorem, rest mass, equivalence of mass and energy.

203-201-74 Electricity and Magnetism

Prerequisite: 203-101-74 and Mathematics 103

Corequisite: Mathematics 203 (It is strongly recommended that the student actually complete Mathematics 203 before registering in this course).

Contents: 1. Electrostatics: Coulomb's law, electric field and electrostatic potential, calculation of field and potentials for discrete and continuous charge distributors. Gauss' law, lines of force and equipotentials, electric dipoles. 2. Dielectrics and capacitors: polarisation in material media in presence of electric fields. 3. Direct current EMF, linear and non-linear circuit elements, Ohm's law, Joule's law and Kirchoff's law, circuit analysis, electrical energy and power, Wheatstone's Bridge and potentiometer. 4. Magnetic Field: Lines of induction, vectors B

and H, Ampere's law and Biot-Savart's law. 5. Electromagnetism: Magnetic forces on currents and moving charges, torques on current loops, equivalence of closed current loops and magnetic dipoles, Hall effect, cyclic accelerators. 6. Electromagnetic Induction Magnetic flux, Faraday's laws, time-varying magnetic fields, betatron, self and mutual inductances. 7. Transient phenomena: energy densities of electric and magnetic fields, energies stored in capacitors and inductors. 8. Alternating current: Impedences, use of complex numbers in solving A.C. circuits, L-C-R series and parallel circuits, tuning and resonance.

203-301-78 Waves and Modern Physics

Prerequisite: 203-101-74

Corequisite: 201-203-77 Calculus II (It is strongly recommended that this course be taken prior to Physics 203-301-78.)

Contents: 1. Mathematical Review: Complex numbers, Taylor's expansion, second order differential equations with constant coefficients. 2. Oscillatory motion: simple harmonic motion, damping and effects of damping, forced vibration and resonance, energy and phase consideration, physical examples, combination of SHMs. 3. Mechanical Waves: longitudinal and transverse waves, general wave equation and its solutions, velocity of sound waves in a solid and in a gas, transverse waves in a string, interference of waves, stationary and progressive waves, beats, non-relativistic Doppler effect, phase velocity. 4. Light waves: connection with electromagnetic waves, interference, diffraction (Fraunhofer and Fresnel), polarisation and optical activity. 5. Nature and propagation of light: Huygen's principle, correlation between particle properties and wave properties of light, velocity of light, relativistic Doppler effect. 6. Modern Physics old quantum theory, Planck's law. Wein's law Bohr's theory, De Broglie's theory, Davisson and Germer's experiment, photoelectric effect, Compton effect, structure of nucleus, radioactivity, elementary particles, fission and fusion, Schrodinger's equation and interpretation of wave function, uncertainty principle.

The following courses are offered as options to advanced science students.

203-902-74 Experimental Physics

Prerequisite: 203-101-74 and 203-201-74

Contents: Individual research projects for advanced students. Possible projects include nuclear spectroscopy. X-rays, Nuclear magnetic resonance, Compton effect, Bioelectric effects in nerves and muscles, bioelectric potentials in plants, Astronomy, etc.

203-931-74 Astrophysics

Prerequisites: Physics 101 or 102 and Mathematics 103

This course offers a calculus-level introduction to classical and modern astronomy. Contents include celestial co-ordinate systems and navigation; celestial mechanics, tides, eclipses; the measurement of time and the calendar; the solar system; the motions, distances, magnitudes and spectra of stars; pulsars; the structure and evolution of stars; galaxies, quasars, and the nature of the Universe. Field trips to observe the sky are planned.

4. PHYSICS FOR NON-SCIENCE STUDENTS

203-926-76 Astronomy

No prerequisites.

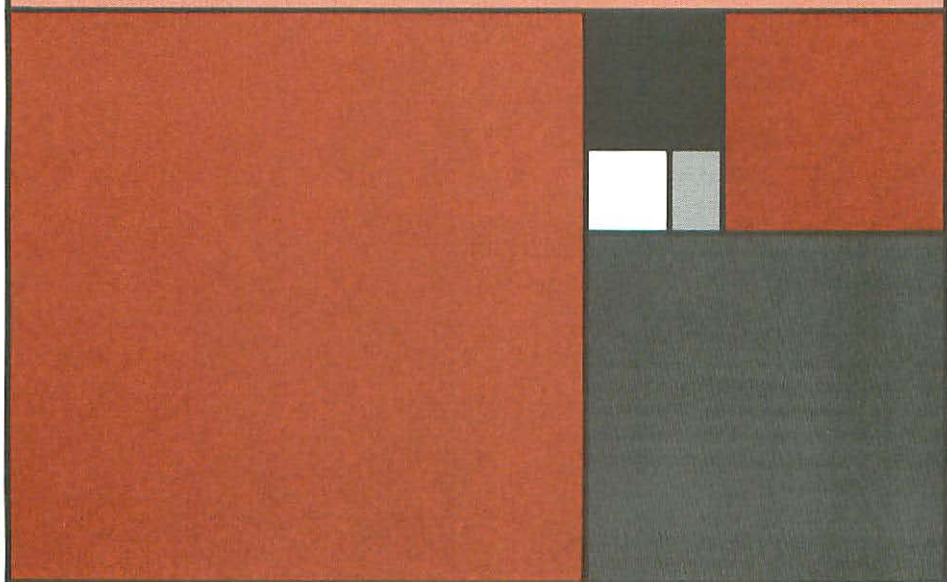
This course is designed as a science option for non-science students. The course deals with the development of astronomy from the time of the Greeks to the present day. This includes the study of celestial mechanics, our solar system, planets, stars, galaxies, black holes, and the Universe. Mode of teaching is through regular lectures, with occasional field trips to observe the night sky.

203-927-74 Contemporary Physics

No prerequisites.

This course is recommended as a science option for non-science students. After a brief historical survey, the class will concentrate on the ideas, theories and developments of twentieth century physics. This course will include such topics as the shift from nineteenth century determinism to quantum mechanics and the principle of indeterminacy. It will introduce the student to the revolutionary ideas of the theory of relativity, the physics of the nucleus and subnuclear particles. Discussions of these and related concepts and their relevance to modern life will be an essential part of this course. No mathematical skills are required.

career sector



CAREER FACULTY: LAFONTAINE/SELBY/VIGER

ABMAN, H. <i>Data Processing</i>	CAMPBELL, M. <i>Nursing</i>	DWYER, P. <i>Data Processing</i>
ADLEY, D. <i>Chemical Technology</i>	CAMPBELL, W. <i>Applied Arts</i>	FARSKY, R. <i>Civil Technology</i>
AFFLECK, B. A. <i>Social Service</i>	CAPPELLI, P. <i>Community Recreational Leadership</i>	FELDMAR, K. <i>Community Recreational Leadership</i>
AHMAD, W. <i>Chemical Technology</i>	CARGILL, G. <i>Nursing</i>	FINKELSTEIN, Z. <i>Social Service</i>
AHOOJA, R. <i>Data Processing</i>	CARRUTHERS, N. <i>Nursing</i>	FORD, E. <i>Nursing</i>
ALEXANDER, N. <i>Radiological Technologies</i>	CARTER, R. <i>Applied Arts</i>	FRENCH, G. <i>Social Service</i>
ALLAN, G. <i>Nursing</i>	CASEMENT, S. <i>Radiological Technologies</i>	FUNNEKOTTER, J. <i>Applied Arts</i>
ANDERSON, B. <i>Nursing</i>	CARR, D. <i>Business Administration</i>	FUNG, G. <i>Medical Laboratory Technology</i>
ANG, E. <i>Nursing</i>	CERIGO, G. <i>Business Administration</i>	
ARCHER, D. <i>Mechanical Technology</i>	CHU, A. <i>Applied Arts</i>	GAL, O. <i>Electrotechnology</i>
ARSENEAU, K. <i>Data Processing</i>	CLUTTERBUCK, U. <i>Professional Theatre</i>	GALLAGHER, S. <i>Nursing</i>
ARZOUMANIAN, A. <i>Radiological Technologies</i>	COHEN, A. <i>Business Administration</i>	GAUTHIER, C. <i>Applied Arts</i>
ASSAD, N. <i>Chemical Technology</i>	COHEN, E. <i>Data Processing</i>	GILLES, M. <i>Nursing</i>
	COTTON, H. <i>Nursing</i>	GLENN, J. <i>Civil Technology</i>
BERLAGE-SMITH, M. <i>Nursing</i>	CUTTELL, R. <i>Community Recreational Leadership</i>	GOTFRIT, J. <i>Community Recreational Leadership</i>
BERLETTANO, J. <i>Community Recreational Leadership</i>		GURUDATA, N. <i>Chemical Technology</i>
BHATIA, A. <i>Data Processing</i>	DAISY, R. <i>Nursing</i>	GUTER, E. <i>Business Administration</i>
BOUWMAN, H. <i>Electrotechnology</i>	DALTON, C. <i>Civil Technology</i>	
BRENDER, H. <i>Chemical Technology</i>	DANIELESCU, D. <i>Civil Technology</i>	HACKETT, D. <i>Data Processing</i>
BRYDON, G. <i>Chemical Technology</i>	DARLINGTON, J. <i>Electrotechnology</i>	HAJJAR, E. <i>Business Administration</i>
BUCHANAN, D. <i>Professional Theatre</i>	DAVEY, S. <i>Nursing</i>	HALEK, P. <i>Mechanical Technology</i>
BURGESS, S. <i>Medical Laboratory Technology</i>	DAVIDSON, J. <i>Data Processing</i>	HANDELMAN, I. <i>Business Administration</i>
BURSTEIN, R. <i>Social Service</i>	DEGROOT, L. <i>Electrotechnology</i>	HANNA, A. <i>Civil Technology</i>
BURROWS, J. <i>Electrotechnology</i>	DERNUET, S. <i>Medical Laboratory Technology</i>	HAMILTON, G. <i>Applied Arts</i>
BURYCH, C. <i>Nursing</i>	DEYIRMENDJIAN, N. <i>Electrotechnology</i>	HARPER, M. <i>Mechanical Technology</i>
	DHIR, U. <i>Applied Arts</i>	HASSAN, S. <i>Medical Laboratory Technology</i>
CAISSY, R. <i>Radiological Technologies</i>	DUCHARME, N. <i>Business Administration</i>	HEATH, R. <i>Mechanical Technology</i>
CAMERON, B. <i>Data Processing</i>	DUGGAN, R. <i>Civil Technology</i>	HELDSINGER, N. <i>Radiological Technologies</i>
CAMERON, P. <i>Radiological Technologies</i>		

- HELMAN, C.
Social Service
- HENDRICKSON, C.
Professional Theatre
- HENRY, B. A.
Professional Theatre
- HEPPNER, B.
Social Service
- HEWITT, I.
Nursing
- HOBBS, A.
Applied Arts
- HURLEY, M.
Nursing
- ILSON, D.
Medical Laboratory Technology
- JACOBS, L.
Chemical Technology
- JACOBSEN, M.
Nursing
- JAEGER, V.
Radiological Technologies
- JAGGI, F.
Applied Arts
- JARMAN, F.
Nursing
- JOHN, G.
Medical Laboratory Technology
- KAHAN, M.
Professional Theatre
- KALMAN, L.
Data Processing
- KAMINOFF, P.
Professional Theatre
- KARKUTT, G.
Applied Arts
- KEARNS, S.
Civil Technology
- KENDALL, K.
Nursing
- KHAL, T.
Business Administration
- KIELY, Y.
Nursing
- KNIGHT, V.
Professional Theatre
- KNUDSEN, W.
Mechanical Technology
- KRASA, L.
Mechanical Technology
- KRUSE, N.
Applied Arts
- KUBAKI, A.
Nursing
- LACKSTONE, F.
Electrotechnology
- LADD, D.
Business Administration
- LAFLAMME, J.
Data Processing
- LAKE, S.
Civil Technology
- LALIBERTE, P.
Nursing
- LAZIER, F.
Business Administration
- LEE, V.
Electrotechnology
- LESLIE, S.
Community Recreational Leadership
- LEVINE, A.
Electrotechnology
- LEVY, S.
Applied Arts
- LOGAN, H.
Nursing
- LUND, M.
Data Processing
- MacKAY, W.
Chemical Technology
- MacLEAY, A.
Electrotechnology
- MAKETSKAS, C.
Civil Technology
- MALLETTE, L.
Secretarial Science
- MARCHAND, C.
Data Processing
- MARLIN, M.
Nursing
- MASK, D.
Business Administration
- MAYNARD, V.
Radiological Technologies
- McBRIDE, M.
Community Recreational Leadership
- McCARTY, L.
Business Administration
- McLEAN, J.
Nursing
- McNAUGHTON, P.
Nursing
- McPHAIL, J.
Nursing
- MERRICK, C.
Professional Theatre
- MILLER, G.
Nursing
- MILLER, R.
Data Processing
- MINOTTI, M.
Secretarial Science
- MOORE, J.
Social Service
- MOREAU, G.
Business Administration
- O'BRIEN, C.
Nursing
- OCHOA, E.
Nursing
- OLDFIELD, C.
Nursing
- O'LEARY, V.
Professional Theatre
- PAUCH, M.
Professional Theatre
- POTTER, A.
Retail Management
- PUDDINGTON, M.
Nursing
- PUTT, L.
Applied Arts
- RAAB, K.
Chemical Technology
- REGAN, H.
Medical Laboratory Technology
- REICHMANN, I.
Applied Arts
- RENOUF, J.
Nursing
- RHEAULT, L.
Nursing
- RICHARDS, R.
Applied Arts
- ROACH, G.
Applied Arts
- ROBB, K.
Applied Arts
- ROBERTS, J.
Social Service
- ROBERTSON, L.
Business Administration
- RODRIQUEZ, A.
Nursing
- ROSENTHALL, L.
Radiological Technologies
- RUBENSTEIN, R.
Electrotechnology
- RUCKENSTEIN, M.
Community Recreational Leadership
- RYDER, R.
Applied Arts

SAUNDERS, J.
Radiological Technologies
 SCHNEIDERMAN, P.
Professional Theatre
 SCOTT, S.
Applied Arts
 SEAMAN, R.
Community Recreational Leadership
 SERAFIN, A.
Chemical Technology
 SHEPPARD, J.
Electrotechnology
 SIENICKI, S.
Applied Arts
 SIMONELLIS, A.
Data Processing
 SOIFERMAN, G.
Applied Arts
 SOTIR, E.
Applied Arts
 SUMNER, R.
Mechanical Technology

TAUB, H.
Retail Management
 THOMPSON, S.
Nursing
 TREMBLAY, J.
Radiological Technologies
 TROSKE, M.
Applied Arts
 VAN EYKEN, H.
Chemical Technology
 VIEN, J.
Mechanical Technology
 VUKADIN, D.
Chemical Technology
 WALDRON, B.
Chemical Technology
 WARD, H.
Secretarial Science
 WEISS, D.
Community Recreational Leadership

WHARF, I.
Chemical Technology
 WILSON, O.
Chemical Technology
 WOLFENDEN, R.
Mechanical Technology
 WOO, N.
Nursing
 WOOD, J.
Business Administration
 WOOLHOUSE, L.
Nursing
 YIM, C.
Chemical Technology
 YOUNG, G.
Social Service
 YOUNG, L.
Nursing

CAREER PROGRAMMES

The Cegep system now offers a wide variety of career programmes which are designed primarily to prepare the graduate to enter the labour market. The English Language Colleges have worked collectively in planning these programmes and generally a programme is only offered at one college (Nursing and Business Administration are exceptions). Students are encouraged to choose the programme of their choice rather than the college. Information and counselling on all programmes are available in Quebec high schools or through any Cegep.

The objectives of the career programmes are multiple. The primary aim is to prepare the graduate to enter the labour market. The level at which the graduate enters depends upon the programme and the ability of the individual. While at college, a significant proportion of the student's programme is in related general education (mathematics and physics for engineering technology students). This, we feel, will enable graduates to adjust readily to industrial change and be prepared for further education both in service and at educational institutions. This specialized preparation in itself is not sufficient and Cegep students are required to continue their general education for their personal development. This will help them enjoy their role in society and readily accept responsibilities both within their chosen field and community.

In order to maintain these objectives the instructors and students work closely with advisory committees made up of interested people working in the specific field, who meet several times a year to advise on programme development and to act as individual contacts between the college and industry, business or social and medical institutions.

Each programme is continually being updated, usually on advice from members of the advisory committee, by a provincial curriculum committee which consists of representative instructors from each Cegep offering the programme, representatives from the Quebec Department of Education and often representatives from industry.

With the help of these two committees and the amount of freedom permitted each instructor, the career programmes respond to both the needs and the changes of industry. The faculty in the career programme areas have often come directly from industry and are encouraged to maintain their contacts. A great deal of co-operation has been received from many industries, businesses and institutions throughout the city who permit visits for both our instructors and students. Sometimes these visits are on a regular or extended basis which permit students to obtain contact training in the work environment as part of their regular programme.

Some of our programmes are now offered on a co-operative basis (alternate semesters at college and at work). We consider this gives students a better preparation and enables the programme to meet the needs of industry.

Each programme has a quota on the number of students admitted to ensure that the graduating class in each programme will not significantly extend beyond the needs of the industry. However, the college cannot guarantee a job upon successful completion of the programme. The college operates a placement office which is in close contact with industry and actively assists graduates to find permanent jobs and students to find summer jobs.

Students who change their career objectives during Cegep may transfer to other programmes, either within Dawson or at another Cegep, providing they have the entrance requirements for the new programme. This change may require a slightly longer time to complete Cegep requirements. Students who wish to continue their education either upon graduation or after a period in industry may do so. Universities accept students directly from some career programmes. Some university programmes may require students to take "make-up" courses at the Cegep level before entering university.

Dawson College offers programmes in paramedical, social, business, applied art and engineering technologies. If further information is required about any programme, please telephone the campus of Dawson College where the programme is offered and ask to speak to a faculty or student member of that department. The co-ordinator of career programmes is also available to answer questions. The college is always open and we welcome visits to our departments, laboratories and classes from future students, employers and the general public.

ADMISSION POLICY FOR THE CAREER PROGRAMMES SECTOR

The admission procedure varies with each programme in this sector. Some departments require an interview while others will accept students on high school marks. These procedures vary in this way so that the needs of each professional group can be met. In the same way, the academic requirements vary greatly. In general, however, the high school subjects required for each programme are those that are continued at the college level within the programme. An exception to this is chemistry which is required for students who take biology as part of their programme.

The minimum entrance requirement for all career programmes is a Secondary V Certificate Granted (or its equivalent) or mature student status (twenty years of age or older and Canadian citizen or landed immigrant). Additional requirements vary with each programme. These requirements are included in the section devoted to each programme.

FRENCH FOR CAREER PROGRAMME STUDENTS

Some of the career programmes include complementary courses which theoretically can be any course offered in the college. It is, however, strongly recommended to all students who are not proficient in French to elect French as complementary courses to ensure that they will be able to work in French when they complete their programmes at the college. Some career programmes do not include complementary courses. For students in these programmes special intensive French courses are offered during the January registration period and in May. Students are urged to make use of these courses.

It should be noted that some programmes ask for proficiency in French as a graduation requirement. This information is listed for each individual programme.

All students intending to work in the Province of Quebec upon graduation should have studied enough French so that they can work comfortably in that language.

140.01 MEDICAL LABORATORY TECHNOLOGY

Selby Campus

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Chemistry 522, 552, or 562,

Physics 432, 452 or 512

Interview and Medical Examination

DESCRIPTION OF PROGRAMME

Medical Laboratory Technology at Dawson College is a three-year programme, designed to give students maximum knowledge in theoretical and technical skills required in a hospital laboratory.

Conscientious students prepare themselves for a rewarding career as medical technologists whose functions include analyses of body tissues, fluids and organisms, in the eventual diagnoses of disease.

In their first year, students are required to complete generalized courses encompassing pre-university sciences, mathematics and humanities, and become student members of the Quebec Corporation of Medical Technologists and the Canadian Society of Laboratory Technologists.

Second year students specialize in the didactical training of medical technology which includes hematology, the study of blood; biochemistry, the study of body functions; histology, the study of body tissues; and microbiology, the study of micro-organisms.

In the third year, students intern in accredited hospitals, during which time they obtain further practical experience. They will also be required to attend seminars and to complete special study projects before final examination.

Graduates of this course will receive a diploma in Medical Technology from the Quebec Department of Education, and are eligible for examination by the Canadian Society of Laboratory Technologists and the Quebec Corporation of Medical Technologists.

Students who succeed in these examinations, will obtain General Certification as Registered Technologists.

EMPLOYMENT OPPORTUNITIES

Employment opportunities are good and jobs are available in hospitals, research centres, clinics and private laboratories.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
101-317-73	Elements of Biometrics
101-921-75	Human Biology I
202-201-75	Chemistry of Solutions
203-202-74	Electricity and Magnetism

Term III

	English
	Humanities
140-301-75	Biochemistry I
140-311-75	Hematology I
140-321-75	Microbiology I
140-341-75	Histology I

Term II

	English
	Humanities
101-931-75	Human Biology II
140-101-71	Instrumental Techniques
202-204-75	Organic Chemistry
420-911-75	Introduction to Fortran

Term IV

	English
	Humanities
140-401-75	Biochemistry II
140-411-75	Hematology II
140-421-75	Microbiology II
140-441-75	Histology II

Term V and VI

140-501-73	Clinical Biochemistry and Functional Tests
140-511-72	Hematology and Coagulation
140-521-72	Microbiology
140-531-71	Histology and Cytology
140-541-71	Immuno-Hematology
140-601-69	Final Project
140-611-72	Seminars

AFFILIATED HOSPITALS

Montreal General Hospital
Jewish General Hospital
Queen Elizabeth Hospital
Lakeshore General Hospital

Royal Victoria Hospital
Montreal Childrens' Hospital
St. Mary's Hospital
Reddy Memorial Hospital
Pathology Institute of McGill University.

ADVISORY COMMITTEE MEMBERS

HEMATOLOGY SECTION:

DR. JACK SCHWARTZ
Hematology Department
Jewish General Hospital

MISS JOANNE WEIR
Chief Technologist
Hematology Laboratory
Reddy Memorial Hospital

MICROBIOLOGY SECTION:

DR. L.A. MARTINEZ
Assistant Professor
Dept. of Microbiology and Immunology
McGill University

MR. F. WAYNE LUPTON
Chief Technician
Department of Microbiology
Montreal General Hospital.

BIOCHEMISTRY SECTION:

DR. PETER O. SCHNEIDER, Ph. D.
Clinical Biochemistry
Royal Victoria Hospital

MISS J. GALLEY
Subdepartment Head, Biochemistry
Lakeshore General Hospital.

HISTOLOGY SECTION:

M.E. DEPESTRE
Chief Histotechnologist
Histology Department
Jewish General Hospital.

CYTOTECHNOLOGY:

DR. M. NISAR AHMED
Director of Cytology
Pathology Institute,
McGill University

COURSE DESCRIPTIONS

140-101-71 Instrumental Techniques

A study of the proper use and care of the instruments found in a medical laboratory.

140-301-75 Biochemistry I

Prerequisite: Instrumental Techniques 140-101-71
Organic Chemistry 202-204-75

A study of the structure and function of carbohydrates, lipids and proteins. The methods of analysis used to determine the concentration of these compounds in human body fluids are evaluated.

140-311-75 Hematology I

Prerequisite: Human Biology II — 101-931-75

A course which acquaints the student with the basic theories and techniques of collection and analysis of blood in respect to the normal and abnormal blood constituents, as well as

those of blood producing organs. Blood morphology and differentiations of cells in relation to diseases of the blood. Preparation for the course in blood coagulation and immunohematological analysis.

140-321-75 Microbiology I

Prerequisite: Human Biology II — 101-931-75

A study of the principles and techniques of microbiology, as well as their clinical applications. Identification of microorganisms in various biological products. Instruction and selection of analytical methods required for bacterial examination and correlation of results in regard to clinical findings. This course also includes sterilization and aseptic techniques, antibiotic therapy, and bacteriological serology. It prepares the student for further advanced studies in bacteriology and medical microbiology.

140-341-75 Histology I

Prerequisite: Human Biology II — 101-931-75

A macroscopic and microscopic study of human organs and tissues and their normal appearance. Recognition of pathological conditions.

140-401-75 Biochemistry II

Prerequisite: Biochemistry I — 140-301-75

A study of the electrolytes and acid base balance mechanisms of the body. An evaluation of the methods of analysis used to determine the functioning of the liver and kidneys. A brief discussion on gastric analysis.

140-411-75 Hematology II

Prerequisite: Hematology I — 140-311-75

Blood coagulation and immunohematology. The study of coagulation factors, principles, and techniques. A working knowledge of blood groups and blood transfusion techniques. Pre-natal and post-natal blood work in relation to the formation of antibodies and Hemolytic Disease of the Newborn. This course is a continuation of Hematology 140-311-75 and cannot be separated from it.

140-421-75 Microbiology II

Prerequisite: Microbiology 140-321-75

Medical microbiology. Bacterial, virological, mycological and parasitological infections. Classification, morphology and cultural characteristics of medical bacteria, viruses and fungi. The life cycles of and diseases caused by medical parasites, intestinal protozoan and helminths. Special stains. This course is a continuation of Microbiology 140-321-75 and cannot be separated from it.

140-441-75 Histology II

Prerequisite: Histology I — 140-341-75

Principles and techniques involved in the preparation of human tissues for microscopic use. Dye chemistry and its histological application. Preparation of cells from body fluids for exfoliative cytology.

140-601-69 Final Project

Students will be required to perform a short research project under the guidance of the clinical instructor. This project must be written and presented in the form of a scientific paper.

140-611-71 Medical Lab Seminars

Correlation of theoretical knowledge with clinical practice. Presentations in the form of short papers by individual students as well as laboratory demonstrations (illustrations with color slides, film strips, etc.) on specific diseases, required necessary techniques, and findings. Discussions with instructors and other students in group.

Clinical Training in the Hospital

Prerequisite: Completion of Terms I, II, III, IV in Medical Laboratory Technology.

Clinical application in the hospital of knowledge acquired in the following subjects: biochemistry, hematology, coagulation, blood banking, microbiology, histology.

This training will consist of the following:

- 140-501-73 Clinical Biochemistry Training
- 140-511-73 Hematology and Coagulation
- 140-521-71 Microbiology
- 140-531-71 Histology and Cytology
- 140-541-71 Immuno-Hematology

RADIOLOGICAL TECHNOLOGIES

The radiological technologies offer two options: radiography and radiotherapy. Both programmes are three years in length and are given in co-operation with a number of affiliated hospitals. Radiography is the art and science of producing or assisting in the production of X-ray examinations which help in the diagnosis of many diseases. These examinations are recorded on X-ray or cine film and video tape. Radiotherapy is the science of administering prescribed radiation treatments and assisting the patients undergoing treatment.

Upon successful completion of either programme students are eligible to write the examination of the Canadian Society of Radiological Technicians and/or the Order of Radiological Technicians of Quebec. Success in these examinations will qualify students as Registered Technicians (R.T.). Registered technicians with Canadian certification are permitted to work in Canada, in the U.S.A. and many other countries.

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Chemistry 442, 452, 462 or 512

Physics 432, 452 or 512

Interviews and acceptance at an affiliated hospital

Medical Examination

Hospital Orientation (two to four weeks)

AFFILIATED HOSPITALS

Radiography: Montreal General Hospital, Royal Victoria Hospital, Jewish General Hospital, St. Mary's Hospital, Sherbrooke Hospital (Sherbrooke, Quebec), Reddy Memorial Hospital, Queen Elizabeth Hospital, Montreal Children's Hospital. Most students in Radiography will rotate between the Neurological and the Children's Hospital during their clinical year.

Radiotherapy: McGill Radiotherapy Department at the Montreal General Hospital, Royal Victoria Hospital, Jewish General Hospital.

RADIOLOGICAL TECHNOLOGIES ADVISORY COMMITTEE — CORE COMMITTEE

DR. R.O. HILL

Radiologist

Department of Radiology

Montreal General Hospital

MISS LIDI CHRISTIANSEN

Chief Technician

Department of Radiology

St. Mary's Hospital

MISS JOAN BROADLEY

Chief Technician

Department of Radiology

Montreal Neurological Institute

DR. HIDUEGI

Radiologist

Department of Radiology

Queen Elizabeth Hospital

MISS JACQUELINE CHALLENGER

Assistant Chief Technician

Dept. of Radiology

St. Mary's Hospital

EX-OFFICIO MEMBERS

MRS. ANN KITCHING

Adjoint D.S.P.

Dawson College

MISS VAL MAYNARD

Chairperson

Department of Radiology

Dawson College

142.01 RADIOGRAPHY

Selby Campus

DESCRIPTION OF PROGRAMME

Radiography is a paramedical field dealing with the medical use of X-rays for the diagnosis of disease. Students in this programme are prepared to produce radiographs, and video tapes that will enable the radiologists to make their diagnosis. The radiographer or X-ray technician must successfully operate several types of X-ray equipment. The courses place emphasis on care and consideration of the patient. The first one and a half years are spent primarily on general education and theoretical training but students are encouraged to spend as much time as possible in an affiliated hospital. The college is also equipped with radiological laboratories where students carry out experiments on phantoms (models).

EMPLOYMENT OPPORTUNITIES

Graduates will be employed as radiographers or X-ray technicians in hospitals and medical clinics. Some may be employed as technical advisers or representatives of companies dealing with X-ray equipment and supplies. There are also openings in teaching.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
101-921-75	Human Biology I
142-110-76	Introduction to Health Technologies
142-210-77	Image Recording
203-202-74	Electricity and Magnetism
	Complementary Course

Term III

	English
	Humanities
142-330-77	Radiobiology and Protection
142-411-77	Radiography II
142-421-77	Radiographic Anatomy II
142-920-77	Nursing for Radiology
	Technology students
	Complementary Course

Term V

142-611-77	Clinical Practice II
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Term II

	English
	Humanities
101-931-75	Human Biology II
142-311-77	Radiography I
142-321-77	Radiographic Anatomy I
144-201-72	Anatomy
203-302-74	Optics and Structure of Matter

Term IV

142-511-77	Clinical Practice I
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Term VI

	English
	Humanities
142-006-00	Contemporary Radiography
142-341-75	Apparatus Construction
142-431-77	Special Procedures
	Complementary Course

142.03 RADIOTHERAPY

Selby Campus

DESCRIPTION OF PROGRAMME

Radiotherapy is the application of radiation for therapeutic purposes. The machines used for this specialty are based on high-voltage X-rays or radioactive sources such as Cobalt and Cesium (gamma rays). The primary responsibilities of a technician in this field are: to establish a close relationship with the patient; to administer the precise treatment, as prescribed by the radiotherapist (radiologist specialized in radiotherapy); to have the knowledge and competence necessary to handle the equipment.

EMPLOYMENT OPPORTUNITIES

Radiotherapy technicians are presently employed in large hospitals where radiotherapy installations are available.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
101-921-75	Human Biology I
142-110-76	Introduction to Health Technologies
142-210-77	Image Recording
203-202-74	Electricity and Magnetism
	Complementary Course

Term III

	English
	Humanities
142-323-77	Properties of Radiation
142-330-77	Radiobiology and Protection
142-423-75	General Oncology
142-920-77	Nursing for Radiology
	Technology students
	Complementary Course

Term V

142-313-76	Apparatus in Radiotherapy
142-613-77	Clinical Practice II

Term II

	English
	Humanities
101-931-75	Human Biology II
142-910-75	Pharmacology
144-201-72	Anatomy
203-903-74	Optics and Structure of Matter
420-900-74	Introduction to Computers

Term IV

142-403-76	Dosimetry
142-513-77	Clinical Practice 1

Term VI

	English
	Humanities
142-005-00	Contemporary Radiotherapy
	Complementary Course

COURSE DESCRIPTIONS

142-110-76 Introduction to Health Technologies

This course is a general introduction for all students entering the fields of radiography and radiotherapy. Historical background to discovery and medical use of X-rays. Basic protection. Professional ethics. The theory of the course is supplemented by laboratory work and visits to the affiliated hospitals.

142-210-77 Image Recording

This course will cover the fundamentals of X-ray film construction, processing and other methods for recording display and storing of the image. Basic photographic processes and factors influencing the quality of the image.

142-313-76 Apparatus in Radiotherapy

This course is given in the affiliated hospitals and covers the apparatus used to apply treatment in radiotherapy.

142-311-77 Radiography I

142-411-77 Radiography II

These two courses cover all the radiographic positions of the upper and lower extremities: the spine, the plan abdomen, the thorax, the pelvis and the chest. When the student has completed the above, he will begin the study of positions of the skull and contrast examinations of the abdomen.

142-321-77 Radiographic Anatomy I

142-421-77 Radiographic Anatomy II

This course will enable the student radiographer to distinguish the normal radiological appearance of anatomical structures on the radiographs. A series of lectures on basic pathology will be given by guest lecturers.

142-323-77 Properties of Radiation

This course familiarizes the radiotherapy student with the different kinds of radiations used in radiotherapy and their properties, providing the basis for a choice of treatment.

142-330-77 Radiobiology and Protection

Prerequisite: 203-202-74, 203-302-74

This course is a study of the interaction of radiation and living tissue. The recommended methods of protecting patients, radiation workers and the general public from radiation.

142-341-75 Apparatus Construction (for Radiography)

Prerequisite: 203-202-74 and 203-302-74

This course is a study of the theory and construction of radiographic apparatus. The aim of the course is to enable the student to use the equipment to its greatest potential and to be able to find the cause of common breakdowns.

142-403-76 Dosimetry

This course is for radiotherapy students. It covers methods of calculating radiation dosages and applications of this in radiotherapy practice. The course is given in the hospital.

142-423-75 General Oncology

This course is given to radiotherapy students during clinical practice in the hospital. It reviews human anatomy and physiology and some of the conditions and treatments encountered in radiotherapy practice.

142-431-77 Special Procedures (Radiography)

Prerequisite: 142-311-77 and 142-411-77

This course is designed to give the third year student an understanding of the more advanced specialized procedures in radiography, including the specialized equipment and image recording methods used for each procedure and anatomy involved.

142-511-77 Clinical Practice I (Radiography)

142-611-77 Clinical Practice II (Radiography)

Prerequisites: 142-311-77 142-411-77 142-431-77

This course is carried out in the affiliated hospitals and consists of 35 hours a week, obtaining practice in all types of radiological procedures.

142-513-77 Clinical Practice I (Radiotherapy)

142-613-77 Clinical Practice II (Radiotherapy)

These two courses consist of obtaining practice in radiotherapy in affiliated hospitals. The student spends 35 hours per week obtaining experience in all phases of radiotherapy practice.

180.00 NURSING

LaFontaine and Selby Campuses

ADMISSION REQUIREMENTS

Secondary V certificate or a diploma deemed equivalent by the *Order of Nurses of Quebec* including:

Chemistry 442, 452, 462 or 512

Physics 432, 452 or 512

Birth and Health Certificates

DESCRIPTION OF PROGRAMME

Students who wish to become nurses may enter either of the following courses of study:

1. the two-year pre-university health science course which prepares the student to enter a three year baccalaureate B.Sc.(N) programme in a Quebec university. The pre-university course does not include courses in nursing.
2. the three-year diploma course which prepares the graduate to plan and give direct patient care in the hospital or in other community agencies.

Graduates of both programmes must write Canadian Testing Service licensing examinations to qualify as registered nurses. Nursing students will be required to pass a "working knowledge of French" test in order to become licensed to practice.

Nursing is concerned not only with care of the sick, but also with prevention of illness and promotion of health. In the practice of her professional duties a nurse needs a wide range of skills that are based on an understanding of well individuals and families within the context of society; some of the physical, emotional and social implications of illness, as well as a knowledge of causative factors of disease. Central to the successful performance of the nurse's role is the ability to establish good rapport both with the client and other members of the health team. It is a profession that is suited to men and women who enjoy working with people.

Emphasis is placed on the problem-solving approach to learning. The student is introduced to a variety of concepts at the outset of the nursing course. Faculty guidance is provided in the application of these concepts during various learning experiences throughout the programme; this would include the classroom, hospital and community setting.

Development of the student as an individual is considered an essential part of the learning process. The student is therefore guided in the development of self-awareness, self-direction and self-evaluation.

EMPLOYMENT OPPORTUNITIES

Registered nurses have many opportunities to nurse within different settings and areas of health service. Areas open to graduates include nursing in hospitals as well as community health centers, public health nursing and nursing in industry. These latter areas provide more contact with well persons and play an important role in the preventive aspects of health care.

Successful completion of the R.N. exams gives graduates reciprocity in all provinces in Canada. Reciprocity in the United States varies according to the individual state policies.

FINANCIAL AID

Students with financial problems may wish to apply for government financial assistance (see *STUDENT SERVICES*), or may qualify for a Rose Pellatt Memorial Scholarship or bursaries offered by the major hospitals. Please contact the Financial Aid Officer through the main switchboard of the college as well as the Financial Grants Committee within the Nursing Department.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
101-921-75	Human Biology
101-943-78	Biochemistry
180-101-75	Nursing
350-205-77	Psychology

Term III

	English
	Humanities
180-501-75	Nursing
	Complementary Course

Term V

180-301-75	Nursing
387-970-71	Sociology
	Complementary Course

Term II

	English
	Humanities
101-931-75	Human Biology
101-942-78	Microbiology
180-201-75	Nursing
180-990-74	Nutrition
350-305-77	Psychology

Term IV

	English
	Humanities
180-601-75	Nursing
	Complementary Course

Term VI

180-401-75	Nursing
388-211-77	Social Problems
	Complementary Course

AFFILIATED INSTITUTIONS

Students obtain clinical experience in a variety of health agencies, including the following hospitals:

The Allan Memorial Institute
The Douglas Hospital
The Jewish General Hospital
The Montreal Children's Hospital

The Montreal General Hospital
The Queen Elizabeth Hospital
The Royal Victoria Hospital
The St. Mary's Hospital
The Shriner's Hospital

COURSE DESCRIPTIONS

A brief résumé of the focus of the nursing courses is as follows:

Nursing 101

Introduction to Nursing focuses on health and on man as he adapts to the changing stressors in his environment and on measures designed to meet his needs. Students learn to apply the problem-solving process and to develop skills in observation and communication and apply these to helping the patient and his family.

Class time 3 hrs./week Clinical 3 hrs./week

Nursing 201

Basic Nursing focuses on behavioural responses of man to health stressors and individual attempts to attain or regain optimum health.

Classroom 3 hrs./week Clinical 4 hrs./week

Nursing 301

Maternal and child health concerns itself with how individuals and families, through patterns of growth and development, cope during and after the child bearing years.

Classroom 6 hrs./week Clinical 12 hrs./week

Nursing 401 Pediatric Nursing

This course includes the study of nursing needs of children in the prevention and treatment of major health problems, application of developmental theories and examination of the impact of illness on individuals and families.

Classroom 6 hrs./week Clinical 12 hrs./week

Nursing 501-601 Medical Surgical-Psychiatric Nursing

This course is designed to provide the basic foundation of medical surgical-psychiatric nursing of the adult patient with emphasis placed on the total individual. It gives students a conceptual understanding of promotion and maintenance of health, meeting patient needs, adaptive responses to stress or injury and methods of treatment.

Classroom 6 hrs./week Clinical 18 hrs./week

210.01 CHEMICAL TECHNOLOGY

Selby Campus

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Chemistry 442, 452, 462 or 512

Physics 432, 452 or 512

DESCRIPTION OF PROGRAMME

The objective of the programme is to provide a broad background in chemistry, to cultivate skills in analysis, synthesis and operation of modern instruments in preparation for versatility and flexibility in the choice of career.

The programme emphasizes chemical analysis and synthesis and offers training in a wide range of laboratory techniques including "hands-on" experience with modern concepts and instruments such as atomic absorption, x-ray, infra-red, ultraviolet, nuclear magnetic resonance and mass spectrometers, gas and liquid chromatographs, polarographs and many more.

The amount of time spent in the laboratory clearly indicates the practical orientation of the programme. For example, third year students spend two-thirds of their college hours in the laboratory.

The Dawson Chemical Technology programme is accredited by the Chemical Institute of Canada and upon graduating students are entitled to become members of this organization.

EMPLOYMENT OPPORTUNITIES

Industrial Quality Control Work

Industry must make a constant check on the quality of raw materials it processes and of the intermediate and final products it makes. This is the area of quality control. Chemical technologists are employed in this work. The more experienced chemical technologists may not only perform tests but be also involved in improving existing testing procedures and developing new ones. The Chemical Technology Programme includes a thorough grounding in the use of electronic and optical instrumentation often employed in this work.

Research for Industry and Government

Industry must also develop new products, find ways of bringing down production costs, meet anti-pollution requirements, etc. All these are preceded by research and development work. Chemical technologists can perform on research and development teams where they would be mainly concerned with the day to day execution of projects rather than detailed theoretical aspects. Governments also undertake a substantial amount of both fundamental and applied research.

Technical Sales Work

The salesman with new chemical products to sell should know where and how these products can be used to their best advantage by the potential customers. Furthermore, he must be able to help the customers with the often challenging problems that arise as his products are applied. Thus a knowledge of chemistry is essential for the salesman who wishes to effectively communicate with his customers. Technical sales and service often requires much time spent in the manufacturing plant.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
201-102-77	Introduction to Applied Mathematics
202-101-73	General Chemistry
203-102-74	Mechanics
210-105-70	Analytical Chemistry I

Term III

	English
	Humanities
203-302-74	Optics and Modern Physics
210-303-75	Physical Chemistry I
210-307-75	Physical Chemistry I, laboratory
210-304-73	Organic Chemistry I
210-308-73	Organic Chemistry I, laboratory
210-305-73	Analytical Chemistry III
210-309-73	Analytical Chemistry III, laboratory

Term V

210-503-75	Industrial Chemistry I
210-504-73	Organic Chemistry III
210-508-75	Organic Chemistry III, laboratory
210-505-75	Instrumental Analytical Chemistry V
210-509-75	Instrumental Analytical Chemistry V, laboratory
210-545-75	Term Project I

Term II

	English
	Humanities
201-103-77	Calculus I
202-201-75	Solution Chemistry
203-202-74	Electricity and Magnetism
210-205-70	Analytical Chemistry II

Term IV

	English
	Humanities
201-337-73	Statistical Methods
210-403-75	Physical Chemistry II
210-407-75	Physical Chemistry II, laboratory
210-404-73	Organic Chemistry II
210-408-73	Organic Chemistry II, laboratory
210-405-73	Analytical Chemistry IV
210-409-73	Analytical Chemistry IV, laboratory

Term VI

210-603-75	Industrial Chemistry II
210-604-73	Organic Chemistry IV
210-608-75	Organic Chemistry IV, laboratory
210-605-75	Instrumental Analytical Chemistry VI
210-609-75	Instrumental Analytical Chemistry VI, laboratory
210-645-75	Term Project II
210-901-75	Instrument Repair

ADVISORY COMMITTEE

C. DEMERSON
Ayerst Research Laboratories
J. F. C. DIXON
Canadian Industries Ltd.
G. FOSTER
BASF Canada Ltd.
B. B. MITHEL
Consolidated Bathurst Ltd.

C. G. DE TONNANCOUR
Gulf Oil Canada Ltd.
W. J. WRIGHT
Noranda Metal Industries
H. LARSEN
Union Carbide Ltd.

COURSE DESCRIPTIONS

210-105-70 Analytical Chemistry I

Required for students in the Chemical Technology Programme. This course will establish the first contact between the student and his specialty and will teach safe ways of working in the chemical laboratory. Introduction to laboratory skills. Classical and some modern techniques of separation and identification of cations and anions.

210-205-70 Analytical Chemistry II

This course is a continuation of 210-105-70. Theory of quantitative analysis. Use and calibration of basic laboratory equipment. Introduction to gravimetric and volumetric procedures. Laboratory work will involve analysis of impure samples.

210-303-75 Physical Chemistry I

Units. Ideal and real gases. Kinetic molecular theory. Thermodynamics: the three laws, enthalpy, entropy, free energy, physical and chemical equilibria; thermochemistry. Liquids: surface tension and viscosity.

210-304-73 Organic Chemistry I

Introduction to Organic Chemistry. Electronic structures of elements (e.g. H.O.C.N.S and halogens). Tetrahedral carbon and hybridization. Geometry of simple organic molecules and groups. Preparation and properties of hydrocarbons including certain reaction mechanisms. Alkyl halides and SN1, SN2, E1 & E2 reactions and their mechanisms. Introduction to alcohols, ethers and phenols.

210-305-73 Analytical Chemistry III

This course is designed to provide the future chemical technologist with a solid background in this field including an understanding of the manipulative techniques required and methods of interpreting results. Topics under discussion include evaluation of analytical data, gravimetric methods, solubility of precipitates, particle size and purity of precipitates, volumetric methods, theory of neutralization in simple and complex systems.

210-307-75 Physical Chemistry I Laboratory

Physico-chemical experiments corresponding to the theoretical course. 210-303-75.

210-308-73 Organic Chemistry I Laboratory

General Laboratory techniques. Separation, drying, recrystallization, solvent extraction, melting point and boiling point determination, simple and fractional distillation; qualitative analysis of elements; preparation and functional groups tests of simple organic compounds.

210-309-73 Analytical Chemistry III Laboratory

This is the laboratory course associated with 210-305-73 and has the same objectives of the course. Analysis by classical and instrumental methods. Included are: soluble chloride by gravimetric and volumetric techniques, copper and tin in brass, saponification number of an oil, arsenious oxide by an iodometric procedure, hardness of water using EDTA, manganese in steel spectrophotometrically, etc.

210-403-75 Physical Chemistry II

Phases: Clausius-Clapeyron equation, phase rule, simple phase diagrams. Thermodynamics of multicomponent systems. Reaction kinetics. Electrochemistry: conductance, transference numbers, ionic mobility, applications, simple theory of electrolytic solutions, EMF, cell potentials (Nernst equation), thermodynamics of cell: Adsorption. Macromolecules.

210-404-73 Organic Chemistry II

Alcohols (continued from 304): preparation and properties. Carbonyl compounds: aldehydes and ketones, industrial and laboratory preparation and properties. Tests for aldehydes and ketones. Carboxylic acids and their derivatives: preparation and properties. Amines: preparation and properties. Introduction to amino acids and carbohydrates.

210-405-73 Analytical Chemistry IV

This course is a continuation of 210-305-73 with the same general objectives. Application of neutralization titrations to analysis of carbonates, phosphates. Volumetric methods applied to complex formation reactions (EDTA). Fundamentals of electrochemistry; Nernst equation, cells and cell potentials, determination of solubility product and formation constants. Derivation of titration curves of redox systems. Reagents for oxidation-reduction titrations, application of strong oxidizing agents. Introduction to electroanalytical chemistry, reference electrodes, potentiometers, polarization effects. Constant current and constant cathode potential electrolysis.

210-407-75 Physical Chemistry II Laboratory

Physico-chemical experiments corresponding to the theoretical course 210-403-75.

210-408-73 Organic Chemistry II Laboratory

Preparative organic chemistry including single and multistep syntheses. Purification of the synthesized compounds and identification of the functional groups present. Chromatography.

210-409-73 Analytical Chemistry IV Laboratory

This is the laboratory course associated with 210-405-72. Experiments include analysis of iron ore using dichromate, use of differential thermal analyzer, fluoride by selective ion electrode, determination of nitrogen using the Kjeldahl method, use of potentiometric auto-titrator, chloride by potentiometric titration, determination of pK of an indicator using a spectrophotometer, etc.

210-503-75 Industrial Chemistry I

Introduction to calculations employed in industrial chemistry. Basic calculations used in chemical engineering operations. Energy and material balances. Fluid flow.

210-504-73 Organic Chemistry III

Heterocyclic Compounds — mainly drugs, vitamins and dyestuffs, amino acids, peptides and proteins, fats and oils, carbohydrates, nucleic acids.

210-505-75 Instrumental Analysis V

Principles and applications of instrumental analysis, with emphasis on spectroscopic methods, including structure determination. Topics include ultraviolet and visible absorption spectroscopy, infrared and nuclear magnetic resonance spectroscopy, mass spectrometry, flame emission, atomic absorption and molecular fluorescence spectroscopy, nephelometry and turbidimetry.

210-508-75 Organic Chemistry III Laboratory

Preparation, separation and identification of amino acids, sugars and heterocyclic compounds.

210-509-75 Instrumental Analysis V Laboratory

Laboratory associated with 210-505-75.

210-545-75 Term Project

Development of skills in use of chemical literature, report writing and oral presentations. Guest lecturers and visits to industrial plants.

210-603-75 Industrial Chemistry II

Calculations connected with: heat transfer, evaporation, humidification and distillation of binary liquid mixtures. Study of a few industrial processes important to the Province of Quebec.

210-604-73 Organic Chemistry IV

Natural and synthetic polymers, dyes and terpenes, emphasizing the relation to the chemical industry.

210-605-75 Instrumental Analysis VI

Continuation of 210-505-75, with emphasis on electroanalytical and chromatographic methods. Topics include potentiometry, ion-selective electrodes, coulometry, conductometric titrations, polarography and amperometry, chromatography (liquid-liquid, adsorption, ion-exchange, gel, paper, thin-layer), gas and high pressure liquid chromatography, radiochemical methods, X-ray methods.

210-608-75 Organic Chemistry IV Laboratory

Synthesis of polymers, dyes and drugs. Separation and analysis of organic mixtures mainly by chromatographic techniques.

210-609-75 Instrumental Analysis VI Laboratory

Laboratory associated with 210-605-75.

210-645-75 Term Project

Group participation in assigned laboratory projects with oral and written reports of results. Guests and visits as in 545.

210-901-73 Instrument Repair

This course is designed to provide the chemical technology student with a basis in electronics sufficient to enable him to troubleshoot various laboratory instruments. Topics include analysis of simple circuits, capacitance, induction, electronic tubes, amplification, transformers, detectors.

221.02 CIVIL ENGINEERING TECHNOLOGY

Lucas Building

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Physics 432, 452 or 512

DESCRIPTION OF PROGRAMME

The continuous growth of the Canadian construction industry is reflected in the growing demand for civil technologists in all the related fields. The impact of the search for pollution control as well as the on-going search for better and more efficient mass transport systems will continue to provide dynamic and exciting careers for qualified technologists.

All students accepted into Civil Engineering Technology are in a mandatory co-operative education programme with industry.

The co-operative education programme integrates the student's classroom study with related work experience in industry, business or government. This is achieved by alternating periods of on-the-job experience with in-college study.

The Civil Engineering Technology Department is equipped with extensive modern laboratory equipment for the study of cement, concrete, aggregates, soils and bituminous materials.

In addition to the above laboratory equipment, a modern drafting room equipped with parallel rules and tracked drafting machines is available for student use.

Plane surveying occupies a considerable proportion of the students time and the department is equipped with modern surveying instruments such as the Wild Askania, Kern Dkm-2a and Zeiss which are extensively used in the course of the three years work. A survey camp is held at the beginning of the fifth semester to provide a concentrated period of instrument use and familiarizing with actual field conditions.

Some selected courses are offered in the evening beginning in September of each year. Students interested in unit courses or making a start in Civil Engineering Technology are invited to make enquiries at the Admissions Office.

Day and evening students in the pre-university arts and sciences may undertake selected unit courses within the Civil Engineering Technology programme to complement their studies in related fields.

EMPLOYMENT OPPORTUNITIES

Many opportunities will continue to exist in such fields as construction, estimating, planning, and drafting. Laboratories testing materials such as soils, concrete and asphalt are continually in need of qualified personnel and many of the graduates in Civil Engineering Technology will find useful and rewarding careers in these areas.

By special arrangement with Sir George Williams University, successful Dawson students will be considered for admission to the first year of their Civil Engineering programme. Admission in most cases will require one or two additional courses in mathematics and physics.

CONTENT OF PROGRAMME

Year 1

Fall Semester

	English
	Humanities
201-102-77	Applied Mathematics B
203-102-74	Physics (Mechanics)
221-110-74	Construction I
221-120-74	Topography
242-101-76	Graphical Science I

Summer Semester

Free

Winter Semester

	Humanities
203-976-74	Statics
221-210-74	Construction II
221-220-74	Topometry I
221-230-74	Physical Environment (Geology)
221-442-76	Structural Steel Drafting
242-201-76	Graphical Science II

Year 2

Fall Semester

201-103-77	Calculus
203-975-74	Strength of Materials
221-322-76	Topometry II
221-332-74	Technology of Aggregates
221-542-76	Structural Steel Drafting
221-552-76	Concrete Drafting I
221-962-74	Equipment and Methods

Summer Semester

Work Experience

Winter Semester

	English
	Humanities
221-342-76	Concrete I (lecture)
221-422-76	Roads I
221-512-76	Structural Design I
221-652-76	Concrete Drafting II
221-982-74	Municipal Evaluation
420-919-75	Fortran

Year 3

Fall Semester

Work Experience

Winter Semester

	English
201-337-77	Statistics
221-342-76	Concrete II (laboratory)
221-532-74	Soil Mechanics I
221-612-76	Structural Design II
221-922-76	Municipal Engineering
221-952-74	Bituminous Mix

Summer Semester

	English
	Humanities
221-522-76	Roads II
221-632-74	Soil Mechanics II
221-912-76	Mechanical Systems
221-972-74	Management
221-992-74	Optional Course

Note: The summer semester of year 2 and the fall semester of year 3 are combined to form an eight month work period beginning in May and ending in December.

LIST OF THE INDUSTRIAL MEMBERS OF THE ADVISORY BOARD OF CIVIL TECHNOLOGY.

Mr. N. G. AGENSKY
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Project Engineer

Mr. J. SCHNEIDER
Dominion Bridge
Chief Engineer

Mr. R. SPENCE
C.P. Rail
Asst. Regional Engineer

CIVIL TECHNOLOGY DEPARTMENT REPRESENTATIVES

MR. C. J. DALTON

MR. S. S. KEARNS

MR. C. MALETSKAS

COURSE DESCRIPTIONS

221-110-74 Elements of Construction I

Detailed instruction in: excavation; shoring; piling concrete foundation work; concrete and steel structures; blue print reading with special reference to reinforced concrete; masonry building materials; roofing work — structural elements in wood frame housing — job estimating and scheduling. Site visits.

221-120-74 Topography

Introduction. Kinds of surveys. Duties of the surveyor. Legal aspects of land surveys including rights and obligations of property owner. Basic definitions, units of measurement. Errors and mistakes. Measurement with tape. Sources of errors in taped measurement. Methods of keeping notes. Levelling.

221-210-74 Elements of Construction II

Architectural components in buildings — Bearing and non-bearing partitions; Drywall; Tile and terrazzo; Window assemblies; Glass and glazing; Painting; Resilient flooring; Acoustical work. Scheduling of finishing work — theoretical and installation practises. Site visits.

221-220-74 Topometry I

Prerequisite: 221-120-74

Measurement of angles and directions. The transit and its use. The surveyor's compass and its use. Field operations with transit and with compass. Accuracy required in measuring angles. Sources of errors in transit angles. Methods of keeping notes.

221-230-74 Introduction to Engineering Geology

Prerequisite: 221-332-74

Basic principles of geology continued from Technology of Aggregates: geologic maps, historical geology, structural geology, weathering and soil formation, and earthquakes. Geology of Quebec. Field trips. Topics in Engineering Geology — engineering properties of rocks and soils; land slides, earthquake-resistant structures, construction materials, subsurface exploration, site selection and case histories.

221-322-76 Topometry II

Prerequisite: 221-220-74

Land surveys. Organization of a transit party. Field notes. Traverse surveys and computations. Open and closed traverses. Computing of rectangular co-ordinates. Computing areas by Double Meridian Distance Method and by Coordinate Method. Areas from maps. Methods of plotting traverses. Engineering surveys. Lines and Grades. Staking out curb lines, building lines.

Staking out grades. Layout of curves. Lines and grades in tunnels. Route surveys and earthwork. Profiles and cross-sections. Horizontal and vertical curves. Calculations of areas and volumes. Earthwork quantities and handling of material. Economic considerations.

221-332-74 Technology of Aggregates

Properties and uses of concrete and mineral aggregates. The aggregate industry. Sources of material. Standards, specifications, testing methods, selection of aggregates for different applications. Aggregate mixes. Analysis and design of mix.

221-422-76

221-522-76 Road Engineering (I and II)

Brief study of history of highway building; nomenclature, general characteristics of highway traffic, geometrical considerations, highway capacity, construction techniques, plans and specifications. There will be a field camp of ten days during the Roads I course at which time students will gather data in preparation for Roads II.

221-432-74 Concrete Technology (Concrete I and Concrete II)

Cement and concrete industries. Concrete uses in construction. Mixing concrete. Portland cement. Mixing water. Sand and aggregates. Air-entrainment. Additives. Types of concrete: plain concrete, reinforced concrete, precast concrete, prestressed concrete. Selection and design of concrete mixes. Sampling and testing of fresh concrete. Ready-mixed concrete. Job mixing concrete. Placing concrete. Finishing concrete. Curing concrete. Concreting in hot weather. Concreting in cold weather. Volume changes due to temperature and shrinkage. Reinforcement for concrete. Testing of hardened concrete.

221-442-76

221-542-76 Structural Steel Drafting (I and II)

Uses of structural steel: buildings and bridges. The steel industry. Properties of steel. Manufacture of steel. Rolled sections. Properties and nomenclature. Fabrication and erection. Engineering drawings, erection drawings and shop drawings. Connections: rivets, bolts and welding. Specifications, standards, sources of information, use of hand-books. Design and selection of basic components in structural steel construction: columns, beams, trusses, open web joists. Rigid frames. Multi-storey buildings. Wind bracing. Design for axial loads, bending, shear and buckling, use of load tables and nomographs.

221-512-76 Structural Design I

An introduction to structural calculation required for residential, commercial and industrial buildings. This course is designed to utilize the knowledge gained in the statics and strength of materials courses to enable the student to design tension members, compression members, beams, etc. in wood and structural steel.

221-532-74 Soil Mechanics I

The purpose of this course is to introduce the student to the field of Soil Engineering and to aid him in attaining the proper perspective on the role of laboratory testing in soil investigations. To familiarize the student with the methods of taking and recording information gathered from field investigation. To interpret the results and to evaluate their significance. This course deals with the nature of soils and rocks, soil formation and distribution. Engineering properties of soils, classification and identification, pore water in soil, earth construction — compaction and stabilization, laboratory testing and techniques. Laboratory tests include: identification and classification, atterberg limits, specific gravity, grain size analysis, compaction.

221-552-76

221-652-76 Concrete Drafting (I and II)

To develop the capability of making concrete drawings. To transform notes and sketches into plans. These courses also deal with the terminology of concrete such as reinforcing bars, identification of bars, bar lists, placing of reinforcing bars and details of bar bending. Details description of the different types of members used in concrete construction, i.e. foundations, walls, slabs, beams, columns. Details on pilings. Use of prefabricated and pre-stressed concrete.

221-612-76 Structural Design II

A continuation of 221-512-74 — STRUCTURAL DESIGN I and is more involved with trusses and reinforced concrete. Trusses: Tension and compression members, combined bending and normal stresses, Connection, etc. Reinforced Concrete: Generalities, allowable stresses, rectangular and Tee beams, stirrups, columns, foundations, etc.

221-632-74 Soil Mechanics II

A continuation of course 221-532-74 SOIL MECHANICS I. Consolidation and settlement, seepage, drainage and frost action, shear strength of soils, site investigation and sampling, in site testing. Laboratory tests include: unconfined compression, direct shear, triaxial compression, vane shear, consolidation.

221-912-76 Mechanical Systems (Buildings)

Involves the studies of the various mechanical systems occurring in a building: piping, heating, ventilation, refrigeration, airconditioning and electrical systems.

221-922-76 Municipal Engineering

This course is an introduction to some aspects of municipal administration as well as covering public services such as highways, parking, snow removal, refuse collection, park facilities, water and sewer systems.

221-952-74 Bituminous Mix

Course work involves training the student in the checking of quality of materials, calculating proportions of ingredients in mixtures; plant operations and techniques of laying asphalt.

221-962-74 Equipment and Methods

Machines and methods of construction. Excavating, pile driving, rock drilling, sheet piling, blasting techniques, trucks, tractors, graders, cranes and conveyors. Placing of concrete and asphalt. Compacting of soil. Compressed air. Capital and operating costs. Factors affecting use and performance of equipment.

221-972-74 Introduction to Project Management

An introductory course in management functions and organizational models. Includes the critical path method of project planning. Also covers methods and techniques in preparing complete estimates for competitive bidding. Emphasis is on building and heavy construction projects.

221-982-74 Municipal Evaluation

Involves the study of assessing property — using market, cost and income approach. Assessing land values. The understanding of mortgaging. Assessing the value of income producing properties.

221-992-74 Optional course, Stage or Project

A student is free to choose some project for submission to the department or participate in additional course work or an industrial stage which may assist him in obtaining useful data in his field of interest.

MECHANICAL ENGINEERING TECHNOLOGY

Manufacturing Option 241.01

Design Option 241.03

Selby Campus

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Chemistry 442, 452, 462 or 512

Physics 432, 452 or 512

DESCRIPTION OF PROGRAM

Mechanical Engineering Technology is the application of basic science and engineering principles and methods in the area of manufacturing and design. The three-year programme

offers two options enabling students to gain knowledge and obtain technical skills in order that they may pursue a career in the engineering field.

The manufacturing option gives students a theoretical and practical knowledge of manufacturing methods and processes.

The design option teaches students to apply basic principles in the designing of manufacturing equipment and process.

Both options have the same course content in the first two years. Specialization begins in the third year. Some selected courses are offered in the evening.

EMPLOYMENT OPPORTUNITIES

Job opportunities are good. Average starting salaries are approximately \$10,000 to \$12,000 a year. Due to the breadth of training received, graduates can eventually assume supervisory roles with correspondingly higher salaries.

Mechanical engineering technologists may be employed by engineering firms to work on the design of new products or new manufacturing processes. They may also be employed by engineers in the area of research of a particular process or machine. Graduates may also find work in associated departments of manufacturing such as drafting, quality control or purchasing and in the areas of machine maintenance and process operation.

Students who wish to continue into a mechanical engineering programme at university are considered by Concordia University (S.G.W.U.) on the recommendation of the Mechanical Engineering Technology department. Some make-up courses in mathematics will normally be required.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
	*Introduction to Mechanical Technology
201-102-77	Applied Mathematics
203-102-74	Physics (Mechanics)
242-101-76	Drafting I
	Complementary Course

*Includes:

241-120-75	Metrology I
241-140-77	Manufacturing Processes and Industrial Materials
241-210-77	Machine Tools I

Term III

	English
	Humanities
203-975-74	Physics (Strength of Materials)
241-310-77	Machine Tools II
241-340-75	Heat Treatment
242-301-76	Drafting IV
420-911-75	Fortran

DESIGN OPTION

Term V

241-503-75	Machine Design I
241-530-75	Jig and Fixture Design
241-543-75	Projects I
241-640-77	Statistical Quality Control
241-650-77	Automatic Systems
241-950-75	Structural Steel
243-985-76	Electro Mechanics

Term II

	English
	Humanities
	*Introduction to Mechanical Technology
201-103-77	Calculus
203-976-74	Physics (Statics)
242-201-76	Drafting II
243-120-78	Electrical Circuits

Term IV

	English
	Humanities
241-410-77	Machine Tools III
241-520-77	Fluid Energy
242-401-76	Drafting V
242-411-76	Drafting VI
	Complementary Course

Term VI

241-540-75	Production Management
241-550-75	Numerical Control
241-603-75	Machine Design II
241-630-75	Punch and Die Design
241-643-75	Projects II
241-920-75	Estimation
241-940-76	Process Piping

MANUFACTURING OPTION

Term V

241-511-77	Machine Tools IV
241-530-75	Jig and Fixture Design
241-640-77	Statistical Quality Control
241-650-77	Automatic Systems
241-970-75	Process Planning
243-985-76	Electro Mechanics

Term VI

241-320-75	Metrology II
241-540-75	Production Management
241-550-75	Numerical Control
241-611-77	Machine Tools V
241-621-75	Fabrication Techniques
241-630-75	Punch and Die Design

To meet the diploma requirements, students must have achieved the level of French required by the Department of Education for this programme.

MECHANICAL TECHNOLOGY DEPARTMENT ADVISORY COMMITTEE

I. CAMPBELL

*Project Engineer,
Dominion Bridge Company Ltd.*

J. DAGAN

*Project Engineer,
Imperial Tobacco Products Ltd.*

P. MOFFATT

*Chief Mechanical Engineer,
Canadian Marconi Company.*

H. RASSMUSSEN

*Engineering Department,
Air Canada.*

G. SHERRIDEN

*Production Manager,
Foxboro Company Ltd.*

T. TOMLINSON

*Chief Draftsman,
Canadian Industries Ltd.*

P.J. TYLER

*P.J. Tyler and Associates,
Consulting Engineers.*

The remainder of the committee is composed of faculty members of the Mechanical Engineering Technology department.

COURSE DESCRIPTIONS

241-120-75 Dimensional Metrology I

An introductory course to explore the language and units of measurement. It examines various measuring systems and covers such topics as verniers, micrometers, gauge blocks, comparison measurement, evolution of standards, and calibration. Previous study in mathematics is necessary.

241-140-77 Manufacturing Processes and Industrial Materials

The objective of the course is to familiarize the student with different materials and their properties and the normal use of these materials in industry. The student will study atomic bonding and crystal structure of materials, the general properties of materials used in mechanical and electrical manufacturing. Cast iron, steel and alloys. Non-ferrous metals and alloys. Material testing. The laboratory session will be used to make comparative studies of the properties of various materials. The following properties will be investigated: machineability, electrical and thermal conductivity, tension and compression properties, fine resistance, impact resistance, shear resistance, etc. Preparation of specimens for microscopic study will be carried out and their subsequent mounting to protect them from corrosion.

241-210-77 Machine Tools I

The object of the course is to study the principles involved in the machining of metals, cutting factors and the basic machine to be used to produce the desired geometry of an item. The theory aspect of the course covers safety. Purpose and nature of the cut. Types of cut and machineability. Shape. Terminology and characteristics of tools. Surface finish control and tools wear. Coolant fluids. Cutting speeds (trial and calculated). Choice of N, a, p, machining time calculations, rough cut and finishing. The laboratory session will consist of: turning on the lathe, considering positioning of the cutting tool and support of the workpiece. Using the drill press with consideration of work holding devices and tool mounting. Recessing, spotfacing, milling, thread cutting, reaming. Producing a plane surface by using the shaper considering workpiece and tool support and positioning. Use of the bench grinder. Use of layout, bench tools and bandsaw.

241-310-77 Machine Tools II

Prerequisite: 241-210-77

The object of the course is to enable the student to analyze the operations to be done, choose and use the appropriate machine with tooling to carry out these required machining operations. The course contents consist of: machining conditions, machines, work time, choice of tooling, workpiece and tool mounting. Broaching, slotting. Screw cutting. Gear cutting, use of a dividing head. Jig boring, precision reaming. Establishment of machining capability: rough and finish machining, the machining operation required, the forces involved, tool control required, work support required.

241-320-75 Dimensional Metrology II

A further study of the use of measuring instruments. Topics studied include thread measurement, concentricity, surface roughness, precision levelling, and angular measurement. Instruments used include high amplification comparators, air gauging, clinometers, etc. Previous study in applied math is necessary. Dimensional Metrology I is a prerequisite.

241-340-75 Heat Treatment

Topics studied include S.A.E. classification of steels, role of carbon and other alloying elements in steel, hardness testing, various types of steel, case hardening, tempering, annealing, furnace types, baths, and use of various types of steel. Previous study in chemistry is desirable.

241-410-77 Machine Tools III

Prerequisite: 241-310-77

The object of the course is to study the macrogeometry and microgeometry quality of a workpiece and to study modern machining methods. The course content consists of: Abrasion machining: cut-off and dressing. Producing of high quality surface finish. Appropriate bench tools, surface grinding, cylindrical grinding. Tool grinding. Polishing. Modern machining methods: electrodischarge machining, chemical milling, ultra-sonic machining.

241-503-75 Machine Design I

Machine design is the process of making decisions which determine the mechanical arrangement of parts in a machine and which influence the size, shape, material and condition of a finished machine part. This course introduces the basic principles of machine design, with emphasis on engineering calculations and graphical work at the design layout stage. Students must have completed Drafting IV and Strength of Materials before entering this course.

241-511-77 Machine Tools IV

The object of the course is to instruct students on how to use conventional machines for production line operation. The content of the course consists of: Choosing the machine for the job; planning and scheduling the work involved in carrying out the operations with due respect for tolerances required and type or magnitude of cut that can be made; Investigating ways of improving the set-up so that the use of conventional machines will be more profitable.

241-520-77 Fluid Power

A basic course in fluid energy which examines the physical laws pertaining to compressible and non-compressible fluid flow. Fluid power circuitry using USAS symbols is synthesized. Individual pneumatic, fluidic and hydraulic components and their application are defined. Practical knowledge of fluid power applications is gained through circuit set-ups in the lab. Previous study in physics, maths and chemistry is necessary.

241-530-75 Jigs and Fixtures

An introductory course to the design of jigs and fixtures used in holding work parts. It examines the problems involved in machining parts held in fixtures, the strain involved in clamping operations, and positioning. The principles in developing jigs and fixtures are studied. Discussed is preliminary design and development of jigs and fixtures, locating and locking techniques, fixture simplification, and cost analysis. Drafting IV is a prerequisite.

241-540-75 Production Management

A basic study of the methods of production for students in their final year. Topics discussed include flow charts, work measurement, time measurement, cost estimation, procurement, work distribution, process planning. C.P.M., production start-up, stock control, economic lot sizes and inventory, and the relationship of production, inventory, and sales.

241-543-75 Projects I

A course for students in the third year design option. The students work in groups of 2 or 3 for purposes of designing a project that must include research, calculations & drawings, relating to motors, gear trains, hydraulics and related structural supports.

241-550-75 Numerical Control

An introductory course in the use of numerical control for the automation of machines used in production. The student is taught the codes and standards used in the "language" of numerical control, tape preparation, and debugging of programmes. Discussed are the various controls, tooling, and interfaces used in numerical control of machines. Practical work is carried out by the student on a 2-axes numerical control milling machine. Machine Tools II is a prerequisite. Previous study in maths is necessary.

241-603-75 Machine Design II

This course is a continuation of the material started in Machine Design I. A full range of machine topics is divided between the two courses. The objective of both courses is to enable the student to design fundamental machine parts and assemblies, in preparation for a career in the design office of a typical manufacturing company producing any type of mechanical machinery.

241-611-77 Machine Tools V

Prerequisite: 241-511-77

The object of the course is to expose the student to more advanced machinery and methods used in production line work. The content of the course consists of: research and development for purposes of achieving the optimum conditions. The following machines are covered: capstan lathe, tracing lathe, automatic lathe, programmed machines, multiple-spindle drills and multiple-head drills, automatic milling machines, and presses. The laboratory session consists of putting into practice a continuous production run: the planning of operations, the provisioning of tooling, the transfer of completed workpieces, and the co-ordination of various work operations required.

241-621-75 Fabrication Techniques I

A course for the third year manufacturing option students to allow them to put to full use their accumulated skills. The class as a group will select a project that is feasible and develop it through the appropriate steps from preliminary design to actual production. The group is responsible for the manufacturing specifications, drawings, planning, manufacturing techniques, quality control, etc. connected with the project. It is expected the group will segment itself into subgroups to efficiently expedite the project and each individual will be responsible for informing himself on operations in subgroups other than his own.

241-630-75 Punch and Die Design

A basic course in punch and die design for students in the final year of the program. Studied are the types of punches and dies, choice of punchholder and die, requirements for current production and repeat orders. Operations discussed include piercing, blanking, coining, bending, and drawing. Various hardware in punch and die work, such as, guides, springs rubbers, strippers, feeders, is discussed. Drafting IV is a prerequisite.

241-640-77 Statistical Quality Control

Statistical fundamentals as applied to quality control are studied, as are discrete and continuous distributions and their application in control chart work. Various sampling techniques are examined. A brief section of the course is devoted to the structure and aims of a quality control department. Previous study in maths is necessary.

241-643-75 Projects II

A course for students in the third year of the design option programme. This course may be a continuation of Projects I or may incorporate a new project at the discretion of the instructor.

241-650-77 Automatic Systems

The object of the course is to initiate the students to the problems of automation in order that he may conceive and realize the mechanization of a small production process. Course content will be comprised of the theory of Boolean Algebra, Karnaugh tables, de Morgan

theorem and the various laws of logic. Logic will be studied with respect to pneumatic systems, relay devices, hydraulic systems, pneumatic-hydraulic systems and cascade systems.

241-940-76 Process Piping Drafting

An introductory course to familiarize the student with the major components in the hardware areas associated with the petro-chemical industry. This course includes the use of manufacturing specifications and engineering flow sheets, piping layouts, and office standards. Knowledge is developed in how to assimilate this information into engineering drawings and demonstrates how related branches of engineering, i.e., mechanical, structural, architectural, electrical, and HVAC affect the process piping field.

241-950-75 Structural Steel Drafting

An introductory course for third year design students in the preparation and presentation of structural steel drawings. The symbology used in structural steel drawings, drawing layout, tolerances in structural steel design, types of joints, methods of detailing and presentation of sub-assemblies are topics discussed. Drafting IV is a prerequisite.

241-970-75 Process Planning

This course deals with operation process planning in manufacturing. Factors considered include machinery and equipment available, machine loading, scheduling requirements, sub-contracting and the use of vendors. Based on the detail drawings of the parts concerned, the method of manufacture is determined on detailed operation sheets specifying raw material, machine speeds and feeds for practical and economic results; operation time elements, and the extent of specialized tooling required. Various methods of determining tool life are discussed and also methods of charting and controlling the progress of work in production.

242-101-76 Drafting I

An introduction to graphical science. Content presented consists of: scales, notations, lettering, line presentation, orthographic projections, dimensioning, sketching, isometric drawings, oblique drawings, geometry.

242-201-76 Drafting II

Prerequisite: 242-101-76

Course content consists of: sections, auxiliary views, double auxiliary views, fastening devices, working drawings of simple machine parts.

242-301-76 Drafting IV

Prerequisite: 242-201-76

Course content consists of: dimensional and surface finish tolerances. Standard fits, hole and shaft based systems. Spur, bevel, and worm gears. Racks. Bearings. Cams. Linkages.

242-401-76 Drafting V

Prerequisite: 242-301-76

Course content consists of: assembly drawings, bill of material, advanced working drawings of machine parts. Design of welded and bolted connections. Equipment layout drawings and oscillating units. Geometric form and true position tolerancing.

242-411-76 Drafting VI (Descriptive Geometry)

Prerequisite: 242-201-76

Course content consists of: successive auxiliary views, true length of line, true size of a plane, slope angle, bearing, of a line, shortest line from a point to a line, shortest distance between two skew lines, shortest line from a point to a plane, shortest grade line from a point to a plane, and intersections and developments.

243.03 ELECTROTECHNOLOGY

Richelieu

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

Physics 432, 452 or 512

DESCRIPTION OF PROGRAMME

The goal of the programme is to prepare students for a variety of career opportunities in the field of electrotechnology. Graduates will fill the expanding gap between the electrical engineer and the technician. Transfer from other programmes into electrotechnology may be affected during the first year. Students will be given the opportunity to become proficient in French through special winter and spring courses.

SPECIAL ELECTRONICS INSTITUTE

This programme is organized to give people working during the day an opportunity to receive the same electronics and mathematics training as that received by full-time day students. The difference arises in that no other courses are required from evening students in order to obtain a certificate.

EMPLOYMENT OPPORTUNITIES

Graduates from this programme have excellent opportunities for an interesting and challenging career in the field of electrotechnology. They may be involved in the design, development, production, service or sales departments of computer, communication, instrumentation or control industries. They will have acquired sufficient practical as well as theoretical skills to be effective in an industrial environment. University engineering departments will accept students who have successfully completed the Electrotechnology programme together with Mathematics 105.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
201-002-73	Applied Mathematics for Electrotechnology
242-101-76	Drafting I
243-110-78	Electrotechnology IA
243-120-78	Electrotechnology 1B
243-130-77	Introduction to Industrial Techniques

Term III

	English
	Humanities
201-103-77	Mathematics
203-102-74	Physics
243-310-74	Electronics I
243-320-74	Industrial Electricity
243-330-75	D.C. Machines

Term V

243-512-74	Telecommunications
243-522-74	Transmission Techniques
243-550-74	Pulse Techniques
243-560-74	Instrumentation
243-650-75	Computers

Term VI — Option A

243-502-74	Project I
243-520-75	Feedback Control
243-612-74	Modulation Techniques
243-613-74	Instrumentation
243-642-74	Microwaves

Term II

	English
	Humanities
201-102-77	Mathematics
242-211-76	Drafting II
243-210-78	Electrotechnology IIA
420-911-76	Fortran

Term IV

	English
	Humanities
201-203-77	Mathematics
203-302-74	Physics
243-410-74	Electronics II
243-420-74	Industrial Electronics
243-430-75	A.C. Machines
243-440-75	Logic Circuits

Term VI — Option B

243-520-75	Feedback Control
243-602-74	Project II
243-612-74	Modulation Techniques
243-613-74	Instrumentation
243-632-75	Minicomputer Techniques

ADVISORY COMMITTEE

In order to maintain contact with industry, an advisory committee was set up. The following firms have representatives in this committee: Bank of Montreal, Bell Canada, Canadian Marconi, Central Dynamics, C.P. Telecommunications, Fleetwood, Foxboro, Honeywell, Mohawk Data Sciences, Northern Electric.

The remainder of the committee is composed of faculty members of the Electrotechnology department.

EXTERNAL MEMBERS OF THE ELECTROTECHNOLOGY ADVISORY COMMITTEE 1976

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Pte. Claire, Manager,
Employee Relations*

PETER OSWALD

*Canadian Marconi,
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Dollard, Lasalle
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D. KOEPPE

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1310 Greene, Montreal
Manager*

B. DIONNE

*Digital Equipment Corporation,
9045 Côte de Liesse,
Dorval.
Supervisor*

COURSE DESCRIPTIONS

243-110-78 Electrotechnology 1A (Theory)

243-120-78 Electrotechnology 1B (Laboratory)

Application of the laws of electricity and magnetism to the principles of electrotechnology. The study of the laws governing the behaviour of electric circuits excited by D.C. Network analysis using Thevenin Norton and Superposition Theorems. Familiarization of the operation and application of electronic measuring instruments. Minimum prerequisite is grade XI algebra and trigonometry.

Mathematically, this means that during the course students will be expected to manipulate elements of linear algebra; complex numbers (addition and multiplication); exponentials and logarithms; elements of trigonometry (sines, cosines and half-angle formulas).

243-130-77 Introduction to Industrial Techniques

An introduction to the tools and manufacturing methods as well as materials used in the electronics industry.

243-210-78 Electrotechnology 11A (Theory & Laboratory)

The study of the basic AC principles and the applications of vectors and phasors to AC circuits; the amplitude and phase characteristics of a wide range of AC networks. Alternating current and its algebraic graphical representation; phase angle; average and RMS values; reactance and impedance; power in AC circuits, frequency response curves; resonance; mutual inductance; transformer principles; impedance bridges.

243-310-74 Electronics I

243-320-74 Industrial Electricity

Basic principles of semiconductors, their characteristics, parameters and operation. The study of the concept of general amplifier characteristics such as calculations of amplifications, impedances, frequency response; decibels, distortion, the analysis and prediction of the behaviour of semiconductors in fundamental circuit applications. Integrated circuit technology,

operational amplifiers, unijunction transistors (UJT), silicon controlled rectifiers (S.C.R.), transistor and integrated circuit regulators. Design of a selected circuit using special semiconductor devices, such as operational amplifiers or integrated circuits.

243-330-74 DC Machines

Theory of direct current electric motors and generators, their performance, control and commercial applications. Direct current generator and motor characteristics; relays; speed control; DC servomotors.

243-410-74 Electronics II

243-420-74 Industrial Electronics

Familiarization of components, semiconductors and circuits utilized in industrial electronics. Further study and mathematical analysis of advanced semiconductor and vacuum tube circuitry and the design of some basic amplifiers; power amplifiers; feedback amplifiers. Design of a complementary-symmetry power amplifier to required specifications; feedback oscillators; field effect transistors; vacuum tubes.

243-430-74 AC Machines

Prerequisite is 243-330-74 or equivalent (DC machines). Theory of alternating current machines, their performance, control and commercial applications: Alternators; transformers; induction motor; synchronous motor; single-phase motors; synchronizing (selsyn) devices; control transformer; AC servomotor.

243-440-74 Logic Circuits

Prerequisites are 243-310-74 and 243-320-74 or equivalents. Number systems, boolean algebra, logic circuit functions, switching circuits, combination circuits. Introduction to sequential circuits and industrial applications.

243-512-74 Telecommunications

Telephony: — speech characteristics, microphones, simple telephone circuit, hybrids, repeaters, loaded and unloaded lines, frequency division multiplex, balanced modulator, fourier analysis and concepts of the frequency and time domain. Radio: — AM theory modulation, AM transmitters, crystals, toned radio frequency, superhet and super regenerative receivers; mixer. IF amplifier, RF amplifier, and AM detector design; receiver testing, sensitivity, selectivity image and IF rejection; AGC characteristics.

243-520-74 Feedback Control

Feedback; laplace transform; motor control, power supplies; power amplifiers. Close loop circuits; frequency response, fault finding practice, preparation and conception of reports, use of test equipment.

243-522-74 Transmission Techniques

Transmission line theory; DC and AC propagation in wires; characteristic impedance, attenuation and phase constants; distortion. Quarter-wave and stub tuning. Waveguide propagation. Radio propagation; the electromagnetic spectrum; microwave radio, antennas; principles of operation; impedance; bandwidth; directivity; arrays.

243-550-74 Pulse Techniques

Pulse waveforms; mathematics for non-continuous functions; transients on RC and RL circuits; pulse producing circuits. The saturated transistor; multivibrators; filters.

243-560-74 Instrumentation

Measurement and error; the laboratory oscilloscope; advanced CRO measurements and analysis; voltage and current measurements; universal bridge; waveform generators; frequency counters; digital voltmeters.

243-612-74 Modulation Techniques

Radio: — FM theory, transmitters, class C amplifiers, receivers, limiters and discriminators; FM stereo multiplex; baseband response; single sideband, ionosphere characteristics and H.F. transmission.

Components: — vacuum tubes, equivalent circuit, CRT for television, iconoscope and image orthicon.

Television: — principles of operation, transmitters, video waveform, horizontal and vertical synchronizing circuits. Colour TV principles; modulation and reception; colour tubes.

243-613-74 Instrumentation

Operational amplifier basics; mathematical circuits; considerations of practical operation amplifiers; waveform generators, design and shaping; transducers and recorders types, function and selection; measurement systems.

243-632-74 Minicomputer Techniques

Programme in machine and assembly languages; interfacing the computer; system concepts.

243-642-74 Microwaves

Passive microwave circuit components: — detectors; tuners, couplers, hybrids; resonant cavities; ferrite devices. Active microwave devices: klystrons, traveling wave tubes, transistors, tunnel diodes, Gunn-impatt devices, masers.

Microwave radio relay systems; general systems layout; noise principles and performance, system reliability terrestrial and satellite communication systems; component layout and measurement techniques. Digital transmission systems — PCM and data.

243-650-75 Computers

Binary numbers, conversion, gates, boolean algebra techniques. Analysis of flip-flops, counters and registers. Binary addition and subtraction concepts. Serial and parallel arithmetic units. BCD operations. Integrated circuit logic families — decoders, encoders, multiplexors, rate multipliers. Introduction to computers.

388.00 SOCIAL SERVICE

Viger Campus

ADMISSION REQUIREMENTS

Students must be at least seventeen years of age as of the December of their first term in the programme. They must have a Secondary V Certificate or be of mature student status, as well as have a working knowledge of French. Testing and an interview are also required. When applicants are considered, emphasis is placed on maturity. Volunteer or paid experience in this field is a definite asset. A year's working experience after high school prior to applying to the programme is advisable.

DESCRIPTION OF PROGRAMME

The goal of the programme is to prepare students for a variety of career opportunities in fields where human relations skills are needed and services for people delivered. Social needs and fields of practice are found in schools, courts, hospitals, clinics, community centres, social agencies, public welfare institutions and citizens groups. The training, therefore, has as objectives the acquisition of knowledge of the social milieu and the individual in interaction with the society; the development of social intervention skills; and the development of a value base and personal maturity in human relationships.

Twenty-three courses are required for completion together with English, French and Humanities requirements and field work in the second and third year.

Social science courses provide the basic concepts underpinning the knowledge base in the first two or three semesters. Social service practice is approached generically at the outset with emphasis on basic skills for intervention with individuals, groups and communities.

A number of the professional courses are given in a community learning laboratory. Here integration of theory takes place through observation, participation and field tasks. Active learning, personal responsibility and growth are stressed.

Field placements in the second and third year in social agencies, hospital or community organizations give students the opportunity to experience fully the reality of the work and to develop their own skills under supervision.

Mastery of the French language is urged so that graduates can become comfortable in work situations increasingly demanding bilingualism.

EMPLOYMENT OPPORTUNITIES

Graduates of the programme are social counsellors or technicians in Social Service and are eligible to join La Corporation des Conseillers Sociaux du Québec. They are equipped to work in many settings mostly with adults and families (those interested in working with children directly should explore the Special Care Counsellor Programme at Vanier College or the Child Care Programme at Marie-Victorin).

The job outlook is somewhat uncertain at the present time; this is a time of change and re-organization in the social service sector. This note of caution, however, may not necessarily hold true in three years time. Increasing familiarity by agency-employers with the capabilities of Cegep graduates, and expansion in services of the Ministry of Social Affairs could make for more job opportunities. It is also hoped that business, unions, and industry may begin to utilize the skills of social counsellors in providing services to people.

The programme is planned as a complete entity leading to the job market. Those who wish to obtain a bachelor or master's degree in social work should apply to pre-university arts and, on completion of their two years at Cegep, apply to a university offering social work training (three years for a B.S.W. plus one year for an M.S.W., or a B.A. Social Sciences plus 15 months for an M.S.W.). For our graduates wishing to study further in Social Work, they may apply for admission to B.S.W. programme but at the present must enter at the first year level.

CONTENT OF PROGRAMME

Term I

English
Humanities
French

- 350-205-77 Development Psychology I
387-960-71 Introduction to Sociology
*388-211-77 Social Problems
*388-221-77 Social Security

Term III

English
Humanities

- 385-942-73 Introduction to Canadian and
Quebec Political Systems
*388-311-77 Social Intervention with
Groups
*388-331-77 Social Intervention with
Communities
*388-341-77 Social Intervention with
Individuals
388-411-77 Medical Information

Term V

- 388-421-77 Legal Information
388-501-77 Field Work
388-601-77 Case Study

Term II

English
Humanities
French

- 350-305-77 Development Psychology II
350-906-77 Human Relations
*388-101-77 Quebec Social Affairs
388-201-73 Introduction to Intervention

Term IV

English
Humanities

- *388-301-77 Family Problems
*388-401-77 Economics of Family
388-611-77 Integration Seminar
*388-970-73 Family Life Education

Term VI

- 388-501-77 Field Work (continued)
388-111-77 Introduction to Social
Research
Specialized optional course
to be announced

*Courses given in community learning laboratory

INSTITUTIONS AFFILIATED FOR FIELD WORK, 1978-79

Catholic Family and Children's Services
Division, VMSSC
Children's Service Centre Division, VMSSC
Family Service Association Division,
VMSSC
Jewish General Hospital, Social
Service Dept., JFSSSC

John Howard Society of Quebec
Division, VMSSC
PSBGM
New Woman Centre
Hôpital de Rosemont —
Maisonneuve, CSSMM
Miriam Kennedy Clinic, VMSSC

Module Société d'Orientation et
de Réhabilitation Sociale, CSSMM
National Congress of Italian
Canadians

Maimonides Hospital & Home
for Aged, JFSSSC
Montreal General Hospital Social
Service Dept., VMSSC

COURSE DESCRIPTIONS

Courses offered by other departments to social service students will be found in the appropriate section of the calendar.

FIRST YEAR

388-101-77 Quebec Social Affairs

This course will provide the new student with an opportunity to explore the existing network of social services in Montreal in relation to some basic social science and social work concepts and theory, as well as providing an exposure to the various roles that can be played by social counsellors. Social work concepts will be related to what is occurring in practice situations. The relationship between social values and social work practice will be examined with particular reference to the impact of changing values and the history of social work in Quebec.

388-201-73 Introduction to Intervention

A beginning will be made in learning some of the skills needed for social intervention with individuals — listening, forming a relationship, interviewing, as well as focusing on some of the attitudes and values that the worker brings to the interpersonal encounter. Role play and video will be used as learning tools. This course will be taught in conjunction with Introduction to Social Services.

388-211-77 Social Problems

This course is designed to introduce the student to a study of contemporary society through an understanding of some of the major social problems we face. Through observation and analysis of these problems we are afforded insight into the distinctive nature of our society; its social structures, codes, norms; its processes of organization as well as disorganization; its patterns of conformity as well as deviation. Emphasis will be placed on poverty and its relationship to family and community problems in the areas of housing, education, alcoholism, drug abuse, etc.

388-221-77 Social Security

This course is given in conjunction with the social problems course so that the manifest and latent relationship of governmental measures to social problems is underscored. As well as learning about the principal measures of social security in Canada and Quebec, the student will become familiar with terminology, resource sources, and the day to day functioning of welfare institutions and government departments administering social security programmes.

SECOND YEAR

388-341-77 Social Intervention with Individuals

388-311-77 Social Intervention with Groups

388-331-77 Social Intervention with Communities

These three courses will be taught in an integrated fashion. Based on an understanding of major historical developments in social work, the content will focus on the generic core of knowledge concerning social problems and intervention techniques. An "eco-systemic" analysis prepares the basis for learning social intervention skills with different size systems. A part of the courses involves a one-day field placement and a weekly group tutorial.

388-970-73 Family Life Education

388-301-77 Family Problems

388-401-77 Family Economics

These three courses are taught in the second term with an integrated approach. The basic objective is to provide an understanding of the family as a system and its relation to the wider society. The history of the family as well as the current changes, complexities and dilemmas of the family will be examined. Basic family functions are considered and the impact of economic problems on the family explored. Methods of intervening with families in the social services will be examined. The field placement and tutorial continue.

388-411-77 Medical Information

This course will examine recent trends in medical service delivery, importance given to preventive medicine, general awareness of the importance of human factors in illness; the impact of illness on the individual and family, medical systems and the role of social worker in them. The influence of values, culture, age and class in the definition, prevalence and management of illness will be presented.

388-611-77 Integration Seminar

This course will help students explore possible third year field placement settings and select from the wide variety of types of work and clientele served by different agencies. The course will also allow students to close gaps in their preparation for the expectations of the field.

THIRD YEAR

388-111-77 Introduction to Social Research

This course will introduce students to research concepts and scientific method as well as to the place of research in social services. Skills in using such basic research tools as library, census data, questionnaires, key informants and participant-observation will be fostered. Basic steps in the research process will be taught e.g. problem formulation, design collecting and analyzing data, reporting.

388-421-77 Legal Information

This course will give students a basic understanding of civil code and criminal law, judicial procedures for juveniles and adults. Selected laws and legal provisions which are important in social work practice will be considered; those relating to marriage and family, youth protection, adoption, tenant rights, bailiff seizures etc. The course will be given concurrently with field work. Material from the students' placements will be used for discussion.

388-501-77 Field Work

Prerequisites: 388-101-77, 388-201-73

Field placements in third year are done in community settings and agencies where services to people are given. The reality of actual practice under supervision is experienced. Field work extends over two terms and may be for either three or four days depending upon the setting and the student.

388-601-77 Case Study

This course is closely related to the students' practical experience in their field work. The primary aim of this course will be to help students to develop the ability to integrate social work theory and practice. It is hoped that students will develop a beginning theoretical basis which will encourage objective and sound intervention. The identification of key concepts and basic skills in social work practice will constitute the major part of the students' learning in Case Study. The importance and influence of personal feelings, values and attitudes of the helper will also be explored along with other factors which influence the nature and outcome of the helping process.

391.00 COMMUNITY RECREATIONAL LEADERSHIP TRAINING

Viger Campus

ADMISSION REQUIREMENTS

Students must have a Secondary V Certificate or be of mature student status. An interview is also required. Mature applicants will be evaluated on the basis of past experience and aptitude.

DESCRIPTION OF PROGRAMME

As the work week gets shorter and early retirement increases, leisure time becomes the dilemma of a technological society. Human resources require new approaches and technicians because society has a need for people trained to organize and lead leisure-time activities. Such leadership will be involved in a wide range of programmes such as performing arts; crafts; special interest and activity clubs; fitness classes; house league sports; special events and/or management of a recreation facility or centre, etc.

Leisure-time activities provide the means of meeting personal, social and civic goals. Administering leisure-time activities for self and group expression becomes increasingly important, especially with government interventions and provision of recreational services.

C.R.L.T. will provide students with academic and practical knowledge in relating to and working with individuals in groups for informal recreational sports, outdoor and cultural activities. Competence will be developed in qualified field work centres correlated to studies taken during the first two years. This academic/practical education will enable students to choose the field for his or her future specialization and work.

The aim of C.R.L.T. is to prepare skilled leaders capable of organizing, directing and supervising facilities and programmes for all age levels in varied settings where people meet to develop their potential for personal and group fulfillment.

Community recreational leadership graduates will be expected to show a high degree of initiative. In many recreation settings, they will be recognized as specialists with decision-making responsibilities.

In addition to the courses listed, the programme stresses (especially in the third year) a great deal of practical experience in field-work for which students are evaluated and given credit. Students are also urged to participate in the organization of leisure activities with their fellow students within and outside the college. All students are advised to become proficient in French.

EMPLOYMENT OPPORTUNITIES

Graduates may work in community centres under voluntary as well as government auspices, at federal, provincial and municipal levels. They will be qualified for social group work and recreational centres as Y's, playgrounds, college and university campi, exhibition and exposition sites, commercial recreation and rehabilitation training centres for exceptional or disadvantaged children and adults. Trained leaders will be employed in industrial and labour organizations, national and international games, travel and tourism.

Work opportunities are increasing. Beginning salaries vary from \$8,000 to \$9,500 a year, depending on the individual, location and sector. Salaries are rising and are defined in civil service scales. Students wishing to continue into university to obtain a bachelor's degree in recreation, social sciences or physical education can do so, although some universities require make-up courses.

Advancement opportunities are promising and a graduate's diploma can, with experience, lead to senior positions.

The college's own placement office is prepared to offer students assistance in finding summer employment and a career opening upon graduation.

FIELD WORK PLACEMENT AGENCIES

In order to carry out its training programme, the C.R.L.T. department maintains co-operative arrangements and affiliations with various colleges and voluntary and public recreational organizations in which students are placed for intensive field work internship. Over the past few years these placement facilities were offered to students by:

FIELD WORK PLACEMENT AGENCIES

Y.M.C.A. of Montreal
Negro Community Centre
Canadian Youth Hostel
Y.M.H.A.-Y.W.H.A.
Protestant School Boards
Gary Taylor Centre
Westmount Y.M.C.A.
Labor Zionist Movement
Mackay Institute for Deaf
and Crippled Children
Centre Immaculate Conception
Forward House

Westmount Department of Recreation
Confédération Loisirs Québec
Centre Sacré Coeur
Canadian National Institute
for the Blind
Dawson College Social Animation
Student Services
Downtown Y.M.C.A.
William Hingston High School
Golden Age Association
Montreal Community Police

AFFILIATION AND ADVISORY COMMITTEE

In the interest of relevant, up-to-date developments in the fields of recreation as they may affect curriculum planning and resources for students, the C.R.L.T. department is affiliated with the Ministry of Education Provincial Committee and the following associations:

Canadian Parks and Recreational
Association

American Association of Parks
and Recreation

World Recreational Association

Quebec Camping Association

Association of Leisure Time
Services in Quebec

ADVISORY COMMITTEE

In addition to organizational membership, the C.R.L.T. faculty are involved in community services as part of their liaison and feedback responsibilities which create positive linkages that are of value to students. As a career programme, C.R.L.T. benefits greatly in having an *Advisory Committee* of community representatives of many fields of recreation. These men and women are involved in actual recreation services and academic training programmes and therefore are an invaluable group of experts with whom C.R.L.T. goals are facilitated and realized for the benefits of all participants in this career technology.

CONTENT OF PROGRAMME

Year 1

Two Semesters

English
Humanities
French
Psychology of the Person and Human Relations
Sociology and Introduction to Social Enquiry*
Nature Study
Complementary course (2)*
Recreation 1
Leadership and Recreation 1
Social-Cultural Survey 1
Discovery of Outdoor Education 1
Creative and Dynamic Expression 1 and 2
Discovery of Sport 1 and 2
Professional Conduct

Year 2

Two Semesters

English
Humanities
French
Complementary course (2)*
Recreation 2 — Field of Recreation
Social-Cultural Survey 2
Discovery of Outdoor Education 2
Leadership and Recreation 2 and 3
Recreation and Community Organization
Introduction to Administrative Principles
Administration of Recreation
Audio-Visual Techniques

Year 3

Two Semesters

Field Work (24 hours per week per term)
Information on Career Milieu 1 and 2
Publicity
Recreation Programmes and Services
Organization and Methods of Activities
Administration of Equipment
Independent Planned Study

BUSINESS ADMINISTRATION

Marketing Option 410.01 Viger Campus
Finance Option 410.03 LaFontaine Campus

ADMISSION REQUIREMENTS

Secondary V Certificate including:
Mathematics 522 or 532

DESCRIPTION OF PROGRAMME

Business administration is a three-year programme offered in all the public Cégeps. The first two years of the programme are similar in all colleges. They include a general exposure to the fields of Humanities and English in addition to a good foundation in accounting, economics, mathematics and business administration. In the third year students specialize in one of the

following areas: marketing, finance, personnel or production. The colleges differ in the specializations or options which they offer at the third year level.

Dawson College offers a third year option in marketing at its Viger campus and a third year finance option at its LaFontaine campus. John Abbott College offers both marketing and finance, while Vanier College offers personnel. Champlain Regional College offers the third year option in finance at its Lennoxville and St. Lambert campuses.

If a sizeable number of students at any college wish to take an option offered at another college, arrangements can often be made. Some selected courses are given in the evening.

CO-OPERATIVE EDUCATION PROGRAMME

The Business Administration programme at the LaFontaine Campus offers a co-operative education programme. Though continuing to pursue the goal of training competent administrators, this different approach to teaching and organizing the programme is designed to achieve greater integration of theory and practice.

The aim of integrating students' classroom study with related work experience is achieved by alternating periods of on-the-job experience with in-college study. Students will therefore spend one summer session, one fall session and one winter session in full-time employment, as shown below.

	Fall	Winter	Summer
Year 1	College courses	College courses	Employment
Year 2	College courses	Employment	College courses
Year 3	Employment	College courses	College courses

The co-operative education programme co-ordinator will be responsible for making the initial contact with industry and for conveying the general conditions of co-operation between college and industry. Students will be asked to give a general indication of the type of organization in which they want to do the employment training session. Their names will be forwarded to one or more organizations and from that moment students should expect to be treated like any other applicant for a job.

Some preparation will be given by the college in job application and interview skills. Once employed, students will be subject to the personnel policies of the employer. The procedures outlined here do not exclude the possibility of students initiating a job search. In some cases it may even be possible that they remain in the programme while doing their employment training sessions abroad. During the training sessions, students can expect to earn between \$500 and \$700 per month.

EMPLOYMENT OPPORTUNITIES

Upon completion of the Business Administration programme, a minority of students continue their studies at university to acquire another field of expertise or to further their skills. Most graduates enter directly into industry or business. They are normally hired by medium and larger size companies and financial institutions as management trainees. They are given varying degrees of exposure over a period of approximately one to three years in the areas of marketing, sales, production, personnel or finance. At the end of the training programme, graduates have the opportunity of advancing into a middle-management position (and maybe beyond) in one of the functional areas of the business. Starting salaries range from \$12,000 — \$13,000 per year depending on the individuals and the company employing them. Upon employment, graduates may also simultaneously pursue evening studies towards an undergraduate degree at university in the field of specialization of their choice.

If courses have been carefully selected to accommodate the standard pre-university pattern, students may proceed directly into university towards a Bachelor of Commerce degree, after having completed the second year of the Business Administration Cegep programme.

CONTENT OF PROGRAMME

Term I

	English Humanities
201-102-73	Applied Math
401-913-76	Business Administration
410-110-74	Accounting I Complementary Course

Term III

	English Humanities
201-337-73	Statistics
383-921-73	Economics (Micro)
410-320-74	Management Accounting Complementary Course

Term II

	English Humanities
201-103-73	Calculus I
401-916-76	Business Law
410-210-74	Accounting II Complementary Course

Term IV

	English Humanities
420-912-73	Cobol
410-430-74	Marketing I
383-920-73	Economics (Macro) Complementary Course

MARKETING OPTION 410.01 (VIGER)

Term V

401-925-76	Personnel I
401-926-76	Consumer Behaviour
401-934-76	Sales
410-501-74	Retail Trade I
410-511-74	Industrial Marketing
410-540-76	Finance

Term VI

401-928-76	Advertising
401-935-76	Organizational Behaviour and Personnel Administration
410-601-74	Retail Trade II
410-611-74	Market Research
410-631-74	Marketing II
410-660-74	Administration

FINANCE OPTION 410.03 (LAFONTAINE)

Term V

401-925-76	Personnel
401-929-76	Financial Mathematics
410-503-74	Investment
410-513-74	Accounting III
410-523-74	Cost Accounting and Systems
410-540-76	Finance I

Term VI

401-935-76	Organizational Behaviour and Personnel Administration
410-603-74	Taxation
410-613-74	Budget Accounting
410-623-74	Internal Control and Auditing
410-640-76	Finance II
410-660-74	Administration

Note: At both LaFontaine and Viger Campuses the actual sequence in which courses are given may differ from the above.

*The Department recommends the following courses as complementary courses:

Mathematics 203 — Calculus II	Economics 925 — Money and Banking
Mathematics 105 — Vector Geometry	Psychology — Industrial Psychology
	French

COURSE DESCRIPTIONS

401-913-76 Business Administration

A brief historical review of Canadian business and development of related concepts. Comparison of legal forms. Analysis of organizational structures and principles. Financial management — ratio analyses; sources and applications of funds; short, medium and long term funds. Personnel management, labour/management relations, labour legislation and wage administration. Production management — plant location, plant layout, quality control. Elements of marketing with emphasis on promotion and channels of distribution. Group dynamics and case study techniques are used in a simplified manner to prepare students for more advanced studies.

401-916-76 Business Law

A general survey of business and commercial law with emphasis on its everyday use. Material covered will be the law relating to sale, mandate, contracts, partnership, companies, advocates and notaries, courts, hypothecs, privileges, majority, tutorship, marriage contracts, bills of exchange, etc.

401-925-76 Personnel I

Personnel administration involving forecasting, organizing, controlling human resources and its role within the company. Personnel administration methods in the fields of job evaluation, recruiting, selection and hiring. Personnel management concerned with salary determination, leadership, motivation, grading training and communications. Labour-management relations.

401-926-76 Consumer Behaviour

Prerequisite: 410-430-74 Marketing I

This course deals with tastes, reactions and behavioural analysis of consumer behaviour as related to buying. Specific attention will be given to the application of Engels Laws; the results of Life Magazine studies on consumer buying habits; the effect of perception on the buying action; and the effect of the company and the environment in which it takes place.

401-928-76 Advertising

Prerequisite: 410-430-74 Marketing I

This course is designed to familiarize the student with the advertising component of the promotional package. Topics covered will include: the interface of advertising with other promotional activities; specific objectives of advertising in the marketing plan, advertising tools — theme, layout, media selection, media reach and the use of media advertising strategies and tactics. Campaign management and the evaluation of results.

401-929-76 Financial Mathematics

Theory of interest, simple and compound. Sum of series, annuities, amortisation of bond discount, bond yields, use of tables, graphical presentation, prime rate.

401-934-76 Sales Management

Prerequisite: 410-430-74 Marketing I

The management of the sales force in context of a company's total promotional effort. Topics covered include: the selling job — its interface with other promotional tools, the man-job specifications, compensation and motivation, control, costs, goals, budgets, reports, quotas, forecasts, supervision.

401-935-76 Organizational Behaviour and Personnel Administration

Prerequisite: 410-430-74 — Marketing I and 401-925-76 — Personnel I

This course is designed to familiarize the student with a knowledge of the most recent socio-psychological theories and concepts being used to broaden understanding of the differences in the approach to work taken by employees and by management. Students will also have an opportunity to study individual, group and inter group behaviour within formal organizations. Through theoretic and experiential approaches by use of the case study method, the focus of instruction progressively moves through the different levels of analysis, particularly, worker motivation, satisfaction and morale, management style, organizational design and change, leadership and communication.

410-110-74 Accounting I

Introduction to accounting, recording transactions, adjusting the accounts, work sheet and clearing the accounts. Accounting for sole proprietorship in service and merchandising businesses. Special journals and subsidiary ledgers. Internal control and controlling cash, inventories, fixed assets, depreciation and payroll accounting. The accounting cycle, income statement and balance sheet.

410-210-74 Accounting II

Prerequisite: 410-110-74 Accounting I

Manufacturing accounting for elements of cost, work sheet, manufacturing statements, and inventory pricing. Partnership accounting, sale and withdrawal of partners interest and liquidation of a partnership. Limited company basis for insurance of capital stock, dividends, retained earnings, and appropriations. Variances between private and public companies. Accounting principles, analysis and interpreting financial statements and flow of funds. Cooperatives, job tenders and major differences between federal and provincial (Quebec) corporation income taxes. Consolidation of parent and subsidiary companies' financial statements.

410-320-74 Management Accounting

An approach to the subject of accounting from the viewpoint of using information provided by the accounting systems to plan and control operations and make decisions in context of the operation.

Topic areas include organizational structure, cost accounting systems and cost control systems, cost patterns and the effect of volume, planning and budgeting, control in various forms of organization, and the use of accounting information in making decisions.

410-430-74 Marketing I

The role of marketing in society. Basic problems and practices in marketing, management, gathering market information, sales forecasting, advertising, consumer behaviour, product promotion, distribution, programme management and control.

410-501-74 Retail Trade I

Prerequisite: 410-430-74 Marketing I

Study of retail trade in Canada. Choosing the location of a store and setting it up. Organizational structures and personnel policy. Merchandise control after purchasing. Labelling. Price policy; short-term and long-term. Factors such as elasticity, competition, exclusivity, the seasons, fashion, and stock turnover. Sales promotion. Presentation and display techniques, advertising, customer services. Retail credit.

410-503-74 Investment

Personal and business investing, portfolio management and composition, currency and commodity trading, economic background, case studies, field trips to stock exchange and brokerage houses, student investment club, newspaper articles discussed.

410-511-74 Industrial Marketing

Prerequisite: 410-430-74 Marketing I

Emphasis will be placed on understanding the Industrial Marketing environment involving industrial purchasing and the marketing process by analyzing specific case studies researched from industrial organizations. This course will examine the complexity of the industrial buying process and will cover the marketing problems of price, product, promoting strategy and industrial marketing research and planning.

410-513-74 Accounting III

Topics in Accounting I and II will be studied in greater depth. Consolidations, branch accounting, revisions to financial statements, bankruptcy, inventory valuation methods, contemporary issues in accounting such as accounting for inflation, social benefits, human resources, etc.

410-523-74 Cost Accounting and Systems

Manufacturing costs, job costs, process costs, standard costs, joint and by-product costs, cost accounting in non-manufacturing firms, cost reports, use of computers in cost accounting, managerial uses of cost data, cost accounting as a career.

410-540-74 Finance I

Prerequisite: 410-320-74 Management Accounting

The functions of financial management. Financial analysis and planning. Effects of income tax. Management of cash, receivables, inventories and fixed assets. Capital budgeting. Securities — description, valuation and rate of return.

410-601-74 Retail Trade II

Prerequisite: 410-430-74 Marketing I and 410-501-74 Retail Trade I

The course deals with the operating policies, practices and controls of retail management. Topics covered will include buying and handling merchandise, management of human resources, retailing services. Further emphasis will be placed on consumer service firms, growth of the service industry, procurement, inventory control and planning future growth through marketing research and retail audit. Case studies and field trips will be assigned.

410-603-74 Taxation

Federal and Provincial income taxes, sales taxes, revenues, capital gains, allowable deductions, capital cost allowances, dividends, individual and corporate income taxes, using the Canadian Income Tax Act (CCH) and other guides, case studies.

410-611-74 Market Research

Prerequisite: 410-430-74 Marketing I

This course deals with information in the marketing department. Topic areas include: marketing information systems, market research organization, research procedures, problem formulation questionnaires, sampling plans, fieldwork, tabulating, editing, reports. Specialized areas include motivation, advertising, product and sales research. The area of cost benefit is also explored in connection with decision theory.

410-613-74 Budget Accounting

Governmental and institutional accounting, various budgets types, appropriations, special funds, financial statements, case studies.

410-623-74 Internal Control and Auditing

Internal control, installation and evaluation of control systems, verification of balance sheet accounts, statistical sampling, auditing of computerized systems, the auditor's report, responsibility of auditor to client and public, auditing as a career.

410-631-74 Marketing II

Prerequisite: 410-430-74 Marketing I and 410-210-74 Accounting II

This course is basically designed to synthesize the elements first presented in Marketing I as well as the content of specialized marketing courses (retailing, advertising, purchasing, sales management and marketing research). The emphasis is analytical and action oriented within constrained limits. It relies heavily on case work. Topics included: Marketing within the structure of company, consumer behaviour, product distribution, pricing, promotion, information systems.

410-640-76 Finance II

Short, intermediate and long term borrowing, leverage, capital structure, risk and project evaluation, small business financing, dividend policy, stock market affairs concerning types of shares, convertibles, warrants, rights, acquisitions, mergers, international trade, failure and re-organization, case studies.

410-660-74 Administration

Prerequisite: 401-913-76 Business Administration and 410-430-74 Marketing I

The nature and principles of management. Modern management concepts, behaviour processes, and patterns. Analysis of managerial functions of planning, organizing, staffing, directing, coordination and control. Case study concept is used for assignments.

410.41 RETAIL MANAGEMENT

LaFontaine Campus

ADMISSION REQUIREMENTS

Secondary V Certificate

DESCRIPTION OF PROGRAMME

In response to the continuing growth of the retail trade and the increasing emphasis being placed on the customer service and managerial aspects of the business, Dawson College offers a two-year co-operative education programme in Retail management. The programme will respond to manpower needs of the retail business by preparing people to work in various aspects of retailing, in providing basic knowledge and skills in buying, pricing, accounting, marketing, advertising, salesmanship, stock control, customer service and administration. The programme prepares its graduates to eventually assume middle management or supervisory responsibilities.

The co-operative education programme alternates work sessions and study with a view to integrating more effectively theory and practice. There are three work sessions — one full-time summer session (May and June) and two part-time sessions, each consisting of two fifteen week sessions of approximately 12 hours per week throughout the fall and winter semesters. Although

the distribution of work time during the week will depend upon individual circumstances, students will be expected to work in a retail store on Thursday and Friday evenings and Saturdays.

While the college will arrange co-operative agreements with employers, students are normally expected to follow the usual application and hiring procedures of individual companies and once hired will be subject to the personnel policies of the employer.

Graduates of the programme are eligible for an Attestation of Studies in Retailing. Current Ministry regulation requires that graduates receiving the attestation be at least twenty years of age and have worked in a retailing environment for at least one year after completion of studies.

CONTENT OF PROGRAMME

Term I

	English
	French
	Practicum I
401-916-76	Business Law
410-110-74	Accounting I
410-541-74	Economic Context of Retailing
410-551-74	Merchandising Systems

Term II

	English
	French
	Practicum II
401-928-76	Advertising
401-935-76	Organizational Behavior and Personnel Administration
410-571-74	Retail Management
	Accounting
410-641-74	Location and Layout

SUMMER — PRACTICUM III

Term III

	English
	French
	Practicum IV
410-504-75	Industrial Production
410-542-74	Selection of Personnel
410-561-74	Retail Buying and Pricing I
410-671-74	Retail Credit

Term IV

	English
	French
	Practicum V
401-926-76	Consumer Behaviour
410-581-74	Customer Service
410-611-74	Market Research
410-661-74	Retail Buying and Pricing II

COURSE DESCRIPTIONS

401-916-76 Business Law

This course will offer a general survey of business and commercial law with emphasis on its everyday use. Stress will be placed upon practice rather than theory and will include the study of legal documents. Students will participate in seminars, will visit the courts, registry office, and places of interest relating to the subjects discussed wherever possible. Guest lecturers will also provide a factual, practical approach to legal matters. Material covered will be the law relating to sale, mandate, partnership, companies, wills, advocates and notaries. Courts, hypothecs, privileges, succession, majority, tutorship, marriage contracts, bills of exchange, etc.

401-926-76 Consumer Behaviour

This course will study the attitude and behaviour patterns of individuals in the process of spending money; the market reaction of individuals and of groups to changes in their economic environment; the stress of decision making; the minimization of consumer disappointments; mass media advertising. TEXT: *Consumer Behaviour*, Engel, Kollat and Blackwell, Holt Rinehart and Winston.

401-928-76 Advertising

This course is designed to familiarize the student with the advertising component of the promotional package. Topics covered will include: the interface of advertising with other promotional activities; specific objectives of advertising in the marketing plan, advertising tools — theme, layout, media selection, media reach and the use of media advertising strategies and tactics; campaign management and the evaluation of results.

401-935-76 Organizational Behaviour and Personnel Administration

This course is designed to familiarize the student with a knowledge of the most recent socio-psychological theories and concepts being used to broaden understanding of the differences in the approach to work taken by employees and by management. Students will also

have an opportunity to study individual, group and inter group behavior within formal organizations. Through theoretic and experiential approaches by use of the case study method, the focus of instruction progressively moves through the different levels of analysis, particularly, worker motivation, satisfaction and morale, management style, organizational design and change, leadership and communication.

410-110-74 Accounting I

This course will introduce students to accounting, recording transactions, adjusting the accounts, work sheet and clearing the accounts. Topics covered will include: accounting for sole proprietorship in service and merchandising businesses; special journals and subsidiary ledgers; internal control and controlling cash, inventories, fixed assets, depreciation and payroll accounting; the accounting cycle, income statement and balance sheet.

410-504-75 Industrial Production

This course will study the production of goods and services from raw materials to finished products and the related problems of control, measurement and productivity. Its content is designed primarily to develop retail purchasing expertise in the selection of suppliers and product quality/service price decision making.

410-541-74 Economic Context of Retailing

A theoretical model is constructed to illustrate the economic activities which must be co-ordinated continuously to provide goods and services to consumers. This model is used throughout the retail management course to demonstrate the relationship between retailing and the other essential functions of the economic system.

410-551-75 Merchandising Systems

Using the business model developed in 410-541-74, activities are identified and grouped under the general heading "merchandising". At each session, a subject is discussed in relation to the model and in relation to the real world. The terminology and analytical tools of economic theory are used whenever appropriate.

410-561-74 Retail Buying and Pricing I

This course will cover purchasing and its relation to the management of the business enterprise; selecting sources of supply; the determination of product definition, quantity, and price; the process of negotiating, control and measurement to obtain optimum long term results.

410-581-74 Customer Service

This course will examine the composite concept of "goods and services"; the complete sales package, including preparation for sale, adequate information and guidance, and after sales service; competitive considerations, other than unit price; social considerations of economic activity.

410-611-74 Market Research

This course aims to familiarize the student with research methods in solving marketing problems, and to outline the changes in business management which the new role of marketing research is producing.

410-641-74 Location and Layout

This course will focus on principles and practice of store location, store design and layout, emphasising the importance of location decisions in a retail strategy. TEXT: *Retailing*, by Robert F. Hartley. Houghton Mifflin Company, Boston.

410-661-74 Retail Buying and Pricing II

Pre-requisite 410-561-74

This course will examine the product quality (service) price relationship in retail marketing; price setting in markets approximating to perfect competition, monopoly and real world conditions of imperfect competition.

410-671-74 Retail Credit

This course will deal with many aspects of credit operations including retail, service, bank credit card, private credit card plans, commercial, and consumer credit. We shall examine the changing attitudes of the consumer to the use of retail credit; the growth of consumer credit

sales; federal and provincial regulations on consumer credit; and why retailers have come to accept and offer credit sales as a means of expanding sales volume and increasing profits for the store. **TEXT:** *Retailing*, by Robert F. Hartley, Houghton Mifflin Company, Boston.

412.00 SECRETARIAL SCIENCE

LaFontaine Campus

ADMISSION REQUIREMENTS

Secondary V Certificate

DESCRIPTION OF PROGRAMME

The aim of the Secretarial Science programme is to prepare skilled, knowledgeable and versatile secretaries capable of performing general administrative, and supervisory secretarial functions in various types of offices; for example, academic, commercial, governmental, industrial, institutional or professional offices.

In order to fulfill the vocational objectives, students take a majority of their courses from the Business Administration programme, in addition to their secretarial skills.

Students are required to take English, French and Humanities courses to widen their scope and supplement their business training. Such diversity helps them to think and relate in a broader context than of the secretarial field. Therefore, they will be capable of assuming responsibilities and making decisions with a minimum of supervision.

Both aim and approach are directed toward enabling and assisting students to develop as extensively as possible their individual personalities, character, and capabilities while preparing for productive business careers. Whenever possible, secretarial students are exposed to business and social functions outside the college for example, seminars, meetings, conventions, luncheons, and dinners. Part-time and summer jobs in the college and in the community also contribute to their overall development.

EMPLOYMENT OPPORTUNITIES

Employment opportunities in this field are excellent and the kinds of jobs depend very much upon what students are looking for. Almost all students begin work in secretarial positions, although some decide later to branch out into areas such as accounting or personnel. Some students also decide to continue their studies at university.

CONTENT OF PROGRAMME

Term I

	English
	Humanities
383-915-71	Intro to Economics
401-913-76	Business Administration
401-999-76	Accounting
412-101-77	Typewriting I
603-914-76	Written English
	Complementary Course

Term III

	English
	Humanities
350-906-77	Interaction in Business World
412-301-77	Typewriting III
412-311-77	Shorthand II — English
412-231-77	Sec Procedures I — French
	French 201
	Complementary Course

Term II

	English
	Humanities
201-112-77	Commercial Mathematics
401-916-76	Business Law
412-201-77	Typewriting II
412-211-77	Shorthand I — English
	Complementary Course

Term IV

	English
	Humanities
412-401-77	Typewriting IV — French
412-411-77	Shorthand III — English
412-421-77	Shorthand I — French
412-431-77	Sec Procedures II — French
412-441-77	Report Writing
	French 301

Term V

- 412-501-77** Typewriting V
- 412-511-77** Shorthand IV — English
- 412-531-77** Secretarial Role — French
- 412-521-77** Stenography II — French or
412-551-77 Transcription
- 420-900-74** Intro to Programming
French 401
Complementary Course

COURSE DESCRIPTIONS

412-101-77 Typing I

This course offers an introduction to touch typewriting, business letters, tabulation, display typing and mechanical function of selectric typewriters.

412-201-77 Typing II

This course covers skill development in the typing of different types of business correspondence, tabulations, manuscripts and forms. Emphasis is on production, accuracy and speed.

412-211-77 Shorthand I

This course covers the theory of Gregg Shorthand, along with the development of shorthand reading and writing skills. Correct spelling, punctuation and grammar are stressed.

412-231-77 Secretarial Procedures I — French

This course covers different aspects of a secretary's work which includes mail procedures, filing, secretarial aspects of banking, accounting, customs, and purchasing sales. The working language is French, but English may be used to gain a better understanding of the subject matter.

412-301-77 Typing III

This course offers an expansion of typewriting skills with emphasis on office style including billing, payroll, financial statements, manuscripts, and business letters.

412-311-77 Shorthand II

This course offers an expansion of Gregg Shorthand reading, writing and transcription skills.

412-401-77 Typing IV — French

This course covers composition of French business correspondence, preparation of reports, agendas and minutes of meetings. The working language is French, but English may be used to gain a better understanding of the subject matter.

412-411-77 Shorthand III

This course covers the development of stenographic skills to a high level of efficiency in office style communications.

412-421-77 Shorthand I — French

This course offers the adaptation of Gregg Shorthand from English to French. Correct spelling and grammar are emphasized.

412-431-77 Secretarial Procedures II — French

This course is a continuation of Secretarial Procedures I. It attempts to define the role the secretary plays in all aspects of today's business communication, whether written or oral. The working language is French, but English may be used to gain a better understanding of the subject.

412-441-77 Report Writing

This course is designed to improve the writing skills of students. It offers an opportunity to develop writing ability through practice in business correspondence.

412-501-77 Typing V

This course focuses on business typing, editorial and transcription skills.

412-511-77 Shorthand IV

This course covers the development of stenographic skills to a high level of efficiency in office style communications. Part of the students' training will occur on the job in Montreal organizations as part of their work experience programme. 5 hours/week in class.

412-521-77 Shorthand II — French

This course covers vocational shorthand transcription. Correct French punctuation, spelling sentences and good business usage are stressed.

412-531-77 Secretarial Role — French

This course gives students an awareness of the personal and behavioural traits that are characteristic of an efficient secretary and also of how much their own personal development and professional success are interdependent. The course also prepares potential secretaries for their first employment interview. The working language is French, but English may be used to gain a better understanding of the subject.

412-551-77 Transcription

This course is an introduction to typewriter transcription from machine dictation.

420.00 DATA PROCESSING

Victoria Campus

ADMISSION REQUIREMENTS

Secondary V Certificate including:

Mathematics 522 or 532

An interview and an aptitude test may be required.

DESCRIPTION OF PROGRAMME

Data Processing concerns computers, and the emphasis is on their use in business applications. Through intensive theoretical and practical work in computer subjects, and by taking allied courses in business and mathematics, a student covers a range of data processing subjects in depth, from simple card-based application programmes to the design of random access systems. Extensive programming is done in the major languages using the facilities of one of the largest computer services in Canada, SIMEQ (Service de l'Informatique du Ministère de l'Éducation du Québec).

The three year diploma programme leads to the Diploma of Collegial Studies (Diplôme d'Études Collégial, D.E.C.). University studies may be pursued following attainment of the DEC, with standing in university degree programmes depending on the programme and the university.

Students from other career programmes, and pre-university students, may take a series of courses as shown. Students intending to take computer science degrees should consult the department for a suitable selection of courses.

The programme requires extensive work outside of regular lecture and laboratory hours. Assignments usually require more than the allotted hours to complete.

EMPLOYMENT OPPORTUNITIES

The main field of employment is that of computer programming in a business environment, but opportunities exist in government, education and science. Graduates are usually initially employed as programmers but well-qualified graduates may proceed quickly into the field of systems analysis and designs.

In general, job opportunities depend on ability. Graduates with high marks in computer courses have little difficulty in being accepted.

Graduates of this programme have proven to be very successful in obtaining employment as programmers and programmer/analysts.

CONTENT OF PROGRAMME:

Term I

	English Humanities
410-110-74	Accounting I
420-101-75	Introduction to Data Processing
420-111-75	Introduction to Computers Complementary Course

Term III

	English Humanities
201-103-77	Calculus
420-211-75	Assembler II
420-411-75	Cobol II Complementary Course

Term V

350-904-73	Human Relations
401-901-75	Principles of Management
420-501-75	Systems Implementation I
420-511-75	PL/1
420-521-75	Data Communications Complementary Course

Non-specialist courses available to all students;

420-911-75	Fortran
420-912-75	Cobol
420-913-75	PL/1
420-914-75	Assembler
420-915-75	RPG
420-919-75	Introduction to computers.

420-911-75 Fortran and 420-912-75 Cobol are given every term for students in other career programmes. They are also open to arts and science students. The other non-specialist course will be given according to the demand.

Term II

	English Humanities
201-102-77	Applied Mathematics
420-201-75	Assembler I
420-311-75	Cobol I Complementary Course

Term IV

	English Humanities
201-337-73	Statistics
401-913-76	Business Administration
420-301-75	JCL and Access Methods
420-401-75	Systems Analysis

Term VI

420-601-75	Systems Implementation II
420-611-75	Scientific Programming
420-621-75	Quantitative Costing Methods
420-631-75	Topics in Data Processing

COURSE DESCRIPTIONS

420-101-75 Introduction to Data Processing

The concept of a data processing system and the use of computers in business-oriented applications are studied. Flowcharting is taught and some simple COBOL programmes are written in the laboratory periods.

420-111-75 Introduction to Computers

This course introduces and explores the concept of the stored-programme digital computer, its underlying logical structure and organization, and the methods by which instructions and data are represented and processed in a computer. Related topics include computer-oriented number systems, input and output devices, and basic programming in a machine-oriented language.

420-201-75 Assembler I

Prerequisite: 420-111-75 Introduction to Computers

This course augments the concepts presented in 420-111-75. Computer hardware features are studied in depth and assembler language programming is covered in a comprehensive manner. The capabilities of the assembler language as a problem solving tool are presented.

Characteristics and functions of the CPU: registers; instruction repertoire; format of data and instructions in memory; addressing techniques.

Assembler language: mnemonics; expressions, coding; study of each instruction; pseudo-instructions; macro-instructions.

Subroutines: linkage conventions; transmittal of parameters.

420-211-75 Assembler II

Prerequisite: 420-201-75 Assembler I

This course deals with the characteristics of computer operating systems and their components. Additional hardware and software features are covered. The use of the assembler language in system programmes is described.

Topics: Data conversion: decimal to binary, editing, translation, scanning, floating point arithmetic. Modular programme organization, programme sectioning, static and dynamic linkages. Input-output: access methods, control blocks, macro-instructions. Supervisor services: dynamic storage allocation, multitasking, virtual storage.

420-301-75 JCL and Access Methods

Prerequisites: 420-211-75 Assembler II 420-411-75 COBOL II

The theory and function of a job control language in operating systems is examined and, in particular, the Job Control Language for the IBM OS/VS system is studied in depth. Students will learn the relationship between the job and the system, the use of system service and utility programmes, data set organizations, space allocations, and access methods and their associated JCL parameters, catalogued and in-stream procedures, and the creation and use of programme libraries.

420-311-75 Cobol I

Prerequisite: 420-101-75 Introduction to Data Processing

This course teaches programming in COBOL using standard sequential files. Once the basics of the language are learned the major topics covered are: the balance line algorithm, table work, sorting and Report Writer. Structured programming techniques and modular design are stressed.

420-401-75 Systems Analysis

Prerequisites: 420-411-75 COBOL II 420-211-75 Assembler II

The data processing system is analyzed. Emphasis is on problem definition, systematic methods of problem solving, information flow, document design, file organization choice, programming specifications. The role of the analyst-programmer in translating specifications into executable programmes is studied. Topics: analysis; file creation; updating; maintenance; decision tables; systems flowcharting; documentation.

420-411-75 Cobol II

Prerequisite: 420-311-75 COBOL I

COBOL programming using index-sequential, direct and relative file organization; segmentation; subprogrammes.

This is an advanced course in COBOL programming.

420-501-75 Systems Implementation I

Prerequisites: 420-401-75 Systems Analysis 420-301-75 JCL and Access Methods

Using the programming knowledge gained in COBOL I and II, the systems techniques learned in 420-401-75 Systems Analysis, and the facilities of the operating system learned in 420-301-75 JCL and Access Methods, various small systems projects will be designed and executed.

420-511-75 PL/1

Prerequisites: 420-411-75 COBOL II 420-301-75 JCL and Access Methods

PL/1 is taught, covering the following topics: Stream and Record I/O; Procedures (Internal Function and subroutines; External); Character functions; Mathematical functions; Consecutive, Indexed and Regional file organization; Linked-list programming.

The course will be oriented to data processing applications and programmes will be written to solve business problems.

420-521-75 Data Communication and Teleprocessing

Prerequisite: Preceding Data Processing courses or by permission of the instructor

This is an introductory course in the techniques of Teleprocessing and Data Communication. It is intended to bring into perspective the role of peripheral equipments in the transmission of data to digital processors in data transmission networks. Students will also learn several techniques of analysing information-processing problems. Topics: A general communication model and associated terminology; categories of data transmission systems; categories of channels; modems and data sets; man - computer interaction; network structures; line management concepts; design techniques.

420-601-75 Systems Implementation II

Prerequisites 420-501-75 Systems Implementation I

A major systems problem is presented in this course. Students will define objectives, analyze a current system, make a preliminary proposal, conduct a feasibility study, produce a design, make an oral and written presentation, design data files and programmes and execute the system. Students will work in teams using professional methods and standards, under the supervision of the staff. There are no lectures in this course. Instead, student teams will consult with their supervisor and report to him or her at fixed times to show progress, to receive guidance and to discuss technical difficulties. Target dates will be set, and a critical path will be set up for the system's completion.

420-611-75 Scientific Applications

Prerequisites: Preceding Data Processing and Mathematics courses or by permission of the instructor

Students will acquire knowledge of the computational techniques and numerical algorithms which are employed to solve scientific problems encountered in modern business organizations.

They will learn the methods of analyzing the accuracy of the computed results and also the efficiency of the algorithms. In particular the course will deal with the following topics: computation of statistical values such as mean, standard deviation, mode, median, correlation coefficient; construction of financial tables for compound interest, amortisation, sinking fund, and life-insurance problems; evaluation of mathematical functions such as series, polynomials, and integration; simulation models: random number generation; linear programming (Simplex Method).

420-621-75 Quantitative Costing Methods for D.P. Tasks

Prerequisites: 420-401-75 Systems Analysis

The main objective of this course is to introduce students to various modern methods used for planning and management of D.P. tasks. In particular, the course will deal with: the hierarchical and functional structures of a D.P. department in a computer oriented company; project cost evaluation techniques through the use of a) programme evaluation and review technique b) critical path method; job assignment methods for optimum costs; cost evaluation of computer hardware needs.

420-631-75 Topics in Data Processing

Prerequisite: 420-501-75 Systems Implementation I

This course covers some topics of interest in data processing which will help students to prepare for entry into the commercial data processing field. Some topics covered are: RPG; introduction to data base concepts and a survey of available data base systems; software packages in common use in business.

561.01 THE PROFESSIONAL THEATRE PROGRAMME

Dome Theatre

ADMISSION REQUIREMENTS

Secondary V Certificate or mature student status

Audition: applicants will be required to present two 45-line recitations of dialogue, one classical and one modern, as well as to sing one song.

Medical Certificate

DESCRIPTION OF PROGRAMME

The Professional Theatre programme is a three year career programme designed to train people to work as professional actors. The programme offers development training in techniques of acting, interpretation, voice, movement, mime and improvisation, as well as opportunities for practical application of the acquired skills through workshop and public production.

CONTENT OF PROGRAMME

Term I

	English (Drama) Humanities
561-109-69	Interpretation I
561-110-70	Movement I
561-113-69	History of Theatre
561-115-71	Introduction to Production I
561-130-70	Voice I
561-120-70	Improvisation I
561-117-72	Rehearsal Techniques I
561-112-71	Non-verbal Communication I

Term III

	English (Drama) Humanities
561-157-69	Mime I
561-309-69	Interpretation III
561-310-70	Movement III
561-313-69	History of Theatre III
561-320-70	Improvisation III
561-330-70	Voice III
561-321-71	Non-verbal Communication III
561-317-72	Rehearsal Techniques

Term V and VI to be announced.

Term II

	English (Drama) Humanities
561-209-69	Interpretation II
561-210-70	Movement II
561-215-71	Introduction to Production II
561-230-70	Voice II
561-213-69	History of Theatre II
561-220-70	Improvisation II
561-217-72	Rehearsal Techniques II
561-212-71	Non-verbal Communication II

Term IV

	English (Drama) Humanities
561-257-69	Mime II
561-409-69	Interpretation IV
561-410-70	Movement IV
561-413-69	History of Theatre IV
561-420-70	Improvisation IV
561-430-70	Voice IV
561-412-71	Non-verbal Communication IV
561-417-72	Rehearsal Techniques

570.02 COMMERCIAL ART

DeLorimier Campus

ADMISSION REQUIREMENTS

Secondary V Certificate

Admission is preceded by an interview at which time a portfolio or any other relevant material must be presented for assessment. Art 512 at the high school level is recommended but is not a prerequisite.

DESCRIPTION OF PROGRAMME

Commercial Art is a three-year programme designed to train professionals in the art of visual expression for advertising or illustration purposes.

During the first year students are given a group of basic art courses designed to supply the primary skills that are needed for the study and practice of Commercial Art. The first year is in effect the foundation on which the programme is built. Work habits are established, methods developed, and misconception corrected. The principle tool of the commercial artist is the ability to draw well, realistically, and to understand what is being drawn so as to be able, through drawing, to explain it to other people.

Colour is explored to give students an understanding of its properties and unique contribution to their work. As with drawing, lettering, etc., this means of communication must also be mastered. Art history gives the commercial artist a sense of place and time within the art world, a world in which they intend to live and work.

In the second year students are expected to be using all of the skills so far learned, and are judged by different standards. They are expected to produce a quality of work approximating that which is acceptable in the general commercial art field. Their technical skills are increased and developed, so as to allow them to explore and express their discoveries in a way that will

serve them and others in communicating through the medium of commercial art.

Upon achieving the third year, the young commercial artists concentrate their efforts on the production of a portfolio which will show each and every skill mastered to its best advantage. Every instructor in this year is a part-time instructor presently practising in the field of commercial art.

EMPLOYMENT OPPORTUNITIES

Advertising Agencies
Display and Exhibit Firms
Printing Plants (Art Department)
Television (Art Department)
Magazines (Art Department)
Film Companies (Art Department)
Newspapers (Art Department)
Publishers (Design Department)
Retail Stores (Art Department)
Record Companies (Design Department)

CONTENT OF PROGRAMME

Term I

English
Humanities
510-101-68 2D Art I
510-102-68 3D Art I
510-104-68 Physics and Chemistry of Colour
510-105-68 Technical Drawing
510-106-69 Materials
520-101-76 History of Art and Art Appreciation I
570-103-69 Study of Plans and Space
570-203-69 Lettering

Term III

English
Humanities
510-301-68 2D Art III
510-302-68 3D Art III
520-301-76 History of Art and Art Appreciation III
570-302-69 Graphics of Presentation I
570-306-69 Professional Techniques I
570-338-69 Architectural Drawing II
570-339-69 Technical Drawing (presentation) I
570-916-69 Research and Documentation

Term V

510-935-68 History of Architecture
570-408-69 Typography I
570-502-69 Graphics of Presentation III
570-537-69 Studies and Projects (presentation) I
570-539-69 Technical Drawing (presentation) III

Term II

English
Humanities
510-201-68 2D Art II
510-202-68 3D Art II
510-204-68 Psychology of Colour
510-205-68 Technical Drawing
510-206-69 Materials
520-201-76 History of Art and Art Appreciation II
570-138-69 Architectural Drawing
570-910-69 Applied Psychology

Term IV

English
Humanities
510-401-68 2D Art IV
510-402-68 3D Art IV
520-401-76 History of Art and Art Appreciation IV
570-402-69 Graphics of Presentation II
570-406-69 Professional Techniques II
570-409-69 Observation Drawing
570-439-69 Technical Drawing (presentation) II
570-913-69 Specifications I

Term VI

570-508-69 Typography II
570-602-69 Graphics of Presentation IV
570-637-69 Studies and Projects (presentation) II
570-638-69 Architectural Drawing III
570-639-69 Technical Drawing (presentation) IV
570-911-69 Administration
570-914-69 The History of Costumes

COURSE DESCRIPTIONS

Term I

510-101-68 2D Art I

The study of pictorial organization (2D Art) and spacial organization (3D Art) are interlinked. This discipline is acquired during the first two years in the College by the repetition of graduated exercises consisting of apprenticeship in the new procedures and techniques. Contents: Work in two dimensions leading to the acquisition of pictorial plastic language, with its notions, its elements its principles and fundamental laws. Spontaneous, controlled liberating exercises (exploration, research and discovery of the pictorial surface). Composition exercises in observation, memory and invention.

510-102-68 3D Art I

Acquiring the elements of spatial plastic language (3 dimensional). Contents: Work in three dimensions leading to the acquisition of spatial plastic language, with its notions, its elements, its principles and fundamental laws. Spontaneous, controlled liberating exercises (exploration, research and discovery of the element of space). Organizational exercises in observation, memory and invention.

510-104-68 Physics and Chemistry of Colour

The study of colour in its scientific aspects (physical, chemical, and psychological). Contents: The physics of colour: the optical system of the eye, its nature, composition and functioning. Daylight and nocturnal vision. Binocular vision. Light: its nature, reflection and transmission, wave lengths, white light. Colour: its properties, classification, luminosity, saturation, brilliance, the addition and mixing of colours. Colour and lighting, peculiarities of colour. Colour and chemistry: base and pigments, composing elements. Colouring throughout the ages and modern colouring. Dyeing extracts.

510-105-68 Technical Drawing

While directing ourselves towards the aspects of pictorial and spatial organization, by a particular form of representation, the aim of the technical drawing class is to teach a universal graphic language. Contents: Notions. Elements. Use of the instruments. Principles and fundamental laws pertaining to geometric constructions, spatial concepts, measurement tables. Different perspectives.

510-106-69 Materials

To familiarize the future art professional in the use of various materials and the techniques of their transformation. Contents: The study of materials: their nature, their properties, uses. Woods, metals, clay, textiles, plastics and polyesters.

520-101-76 History of Art and Art Appreciation I

To teach (that is, to awaken, inform, and make sensitive) the history of the arts and styles throughout the evolution of societies and their ideas, the history of forms, the plastic languages and their techniques. Contents: Panorama of the arts from prehistoric times to the contemporary era.

570-103-69 Study of Plans and Space

Learn to understand space, to organize and visualize it in plan, according to all the proportions in a human scale. Contents: Understanding of space in plans (blueprints). Organization of space, control and mastery of proportions, human scale. Applications: practical application of the ideas studied in pictorial organization courses. Different kinds of work requiring creative imagination or utilization of already existing elements.

570-203-69 Lettering

Requiring a knowledge of lettering, its properties, its use individually or in a typographic unit. Contents: The letter: origins, family, characteristics, personality, legibility. The plastic aspect of lettering. Letters: individual elements and typographic mass. Methods of reproduction: its drawing and its technical limits.

Term II

510-201-68 2D Art II

Contents: Two dimensional basic exercises.

510-202-68 3D Art II

Contents: Three dimensional basic exercises.

510-204-68 Psychology of Colour

Contents: The psychology of colour; psychological effects of colour: the power of colours, their psychological qualities, *trompe l'oeil*, camouflage, mimicry. The effect of colour on beings: safety factors, comfort, rendering, fatigue, inadequate lighting, glare — direct and reflected, monotony.

510-205-68 Technical Drawing

Contents: Axonometric perspectives: isometric, dimetric, trimetric. Oblique perspective. True Perspective: frontal, angular. Free hand exercises (sketches). Exercises with instruments. Perspective and shadowing.

510-206-69 Materials

Contents: Study of materials: their treatment, the techniques of transformation of woods, metals, clays, textiles, plastics and polyesters.

520-201-76 History of Art and Art Appreciation II

Contents: The study of a few great artists or masterpieces from the 14th to 18th Century (1300-1860). This study, the contents of which are left to the discretion of the departments or teachers, will be based not only on the artist and his works, but also on the social milieu or the context of the arts which are being compared or examined.

570-138-69 Architectural Drawing I

To initiate the student to architectural language and into the knowledge of the techniques of his profession. Contents: Architectural drawing: definition, importance, utilization. Elements, basic notions. Study of the symbols and conventions. Study of blueprint. Representation of materials.

570-910-69 Applied Psychology

To make the future professional aware of the human relations problems inherent to the particular phenomena of sales, publicity, and marketing. Contents: Applied psychology: nature, importance, factors. Sales, advertising, marketing.

Term III**510-301-68 2D Art III**

Contents: Structured work in two dimensions.

510-302-68 3D Art III

Structured work in three dimensions.

520-301-76 History of Art and Art Appreciation III

Contents: The study of modern art from 1860 to the present.

570-302-69 Graphics of Presentation I

To teach the student the various techniques of presentation for his work and to teach him to choose wisely the techniques best fitted to his work. Contents: The study of graphic presentation of given projects: nature, different modes, importance, format, disposal, lettering, colour, various techniques.

570-306-69 Professional Techniques I

To define the profession and indicate all the different areas of it. Contents: Presentation: definition, nature, importance, field of activity, showcases, styles, scenario, illustration, exhibitions, theatrical decor, television.

570-338-69 Architectural Drawing II

Contents: The reading and laying-out of architectural plans: general plan and detailed plan. Construction notions.

570-339-69 Technical Drawing (Presentation) I

To teach the future professional a universal graphic language and ways of adapting them to the needs of his specialty. Contents: True perspective (sketch and shadowing). Comprehensive,

rotation, sections, and auxiliary plan (literal translation). Developments. Geometric and perspective plan of a pertinent unit.

570-916-69 Research and Documentation

To encourage the student to conceive, realize and use documentation. Contents: Documentation: nature, importance, origins, classification, utility, techniques and organizational procedures. Research: nature, importance, methods, techniques and organizational procedures.

Term IV

510-401-68 2D Art IV

Contents: More complicated work in two dimensions.

510-402-68 3D Art IV

Contents: More complicated work in three dimensions.

520-401-76 History of Art and Art Appreciation IV

Contents: Artists and their surroundings. The teaching of this discipline should include active methods (discussion, audiovisual materials, visits to exhibitions and museums, personal research).

570-402-69 Graphics of Presentation II

Contents: A continuation of training in knowledge and skills from the third session.

570-406-69 Professional Techniques II

Contents: Presentation: its applications, requirements, restrictions, its particular problems.

570-409-69 Observation Drawing

To accustom the student to observation and to train him to draw with precision, by different techniques, the models that are submitted to his observation. Contents: Definition, notions, elements. Procedures and techniques. The sketch, the study, anatomy, perspective.

570-439-69 Technical Drawing (Presentation) II

Contents: Enlargements, various curves, shadows and true perspectives (literal). Joint projects arising from esthetics of presentation and technical drawing.

570-913-69 Specifications I

To familiarize the student with the editing of contracts and to make him aware of the responsibilities attached to these. Contents: Specifications, nature, definition, utility, importance. Contracts, submissions, formulation and editing. Responsibilities.

Term V

510-935-68 History of Architecture

Teaching those interested in this field, the essentials of the history of one of the most outstanding manifestations of human genius. Contents: History of Egyptian, Asiatic, Greek and Roman architecture. Romanesque architecture in Europe. The Gothic style. Medieval architecture in Spanish, English, Irish and Scottish architecture during the Middle Ages. The Renaissance, Architecture of the 19th and 20th Century. Contemporary architecture in the world.

570-408-69 Typography I

To give to the future graphic artist, by the use of practical demonstrations and theoretical study, the general notions of typography. Contents: The study of families of type, metal type plate. The preparation of copy, plate, photographic plate, composition. Application: practical work.

570-502-69 Graphics of Presentation III

Contents: Practical application of knowledge in the course of current projects.

570-537-69 Studies and Projects (Presentation) I

To allow the student to present professional work in concrete projects. Contents: A series of studies and concrete projects calling for a synthesis of the knowledge and skills acquired by the students.

570-539-69 Technical Drawing (Presentation) III

Contents: Technical drawing of construction and presentation of elements, modules, objects used by the professionals in this line of activity. Joint projects.

Term VI

570-508-69 Typography II

Contents: The pursuit of technology, demonstrations, industrial visits and a series of appropriate exercises.

570-602-69 Graphics of Presentation IV

Practical application to finished projects: existing or to be created.

570-637-69 Studies and Projects (Presentation) II

Contents: The pursuit of the same aims by the same means set out in course 570-537-69. Increasing difficulty.

570-638-69 Architectural Drawing III

Contents: Practical application of architectural language to the graphic presentation of student projects. Two types of projects: existing projects and projects conceived by the student.

570-639-69 Technical Drawing (Presentation) IV

Contents: Pursuit of participation of technical drawing to the esthetics of presentation. Joint projects.

570-911-69 Administration

Contents: The organization of an office or studio: location, lease, contract, functioning, reception and control, clerical staff, accounting.

570-914-69 The History of Costumes

Being complementary to history of art, this course promotes the study of costume and of theatre in different eras. Costumes and theatre, historic, great movements, great masters, great decorators. Contemporary era.

570.03 INTERIOR DESIGN

DeLorimier Campus

ADMISSION REQUIREMENTS

Secondary V Certificate

Admission is preceded by an interview at which time a portfolio or any other relevant material must be presented for assessment. Art 512 and Technical Drawing at the high school level are recommended but not prerequisites.

DESCRIPTION OF PROGRAMME

Interior Design is the planning of interior spaces to create functional and aesthetic environments to fulfill human needs. The emphasis in this three-year programme is on commercial, residential, institutional and recreational interiors. The interior designer will become knowledgeable in the following areas: architectural drafting, including detailing and working drawings, building materials and interior construction techniques, colour, lighting, acoustics, furniture design, space planning, human requirements (anatomical and behavioural), etc. The student will also receive exposure to additional disciplines such as painting, sculpture, history of art, interiors and architecture, English and humanities. Successful completion of this programme will enable individuals to sit for the examination given by the Quebec Society of Interior Designers. Admission to the Society is mandatory for the practicing of Interior Design in the Province of Quebec.

EMPLOYMENT OPPORTUNITIES

Space Planners — offices; stores; shops; shopping centres; food services; restaurants; cafés; cafeterias; hotels; educational facilities; colleges; universities.

Space planners usually work either in architect's offices, contract interiors departments of large stores or for design consulting firms.

Colour consultants — paint manufacturers, carpet manufacturers, furniture display; exhibition design; sales as related to interior design either commercial or residential; residential interior design.

This programme also offers a good basis for continued study in furniture design, industrial design and stage design.

CONTENT OF PROGRAMME

Term I	Term II
English Humanities	English Humanities
510-101-68 Introduction to 2D Art I	510-201-68 2D Art II
510-102-68 Design Fundamentals I	510-202-68 Design Fundamentals II
510-104-68 Fundamentals of Colour I	510-204-68 Fundamentals of Colour II
510-105-68 Drawing Techniques I	510-205-68 Drawing Techniques II
510-106-69 Materials I	520-201-76 History of Art II
520-101-76 History of Art I	570-138-69 Architectural Drawing I
570-103-69 Introduction to Measured Drawing	570-202-69 Graphic Presentation
570-910-69 Applied Psychology	570-241-69 Design Projects I
Term III	Term IV
English Humanities	English Humanities
510-301-68 2D Art III	510-401-68 2D Art IV
510-302-68 3D Art III	510-402-68 3D Art IV
520-301-76 History of Art III	520-401-76 History of Art IV
570-341-69 Design Projects II	570-441-69 Design Projects III
570-343-69 Drawing Techniques III	570-442-69 Architectural Drawing II
570-413-69 Rendering and Presentation I	570-513-69 Rendering and Presentation II
570-916-69 Research and Documentation	570-918-69 History of Interiors
Term V	Term VI
520-901-76 History of Architecture	570-641-69 Design Projects V (Thesis)
570-408-69 Lighting I	570-642-69 Architectural Drawing IV
570-541-69 Design Projects IV(b)	570-643-69 Furniture Design and Construction (Drawing Techniques V)
570-542-69 Architectural Drawing III	570-911-69 Professional Practices I
570-543-69 Furniture Design and Construction (Drawing Techniques IV)	570-915-69 Acoustics
570-613-69 Rendering and Presentation III	570-919-69 Furniture Design and Construction (Specifications II)
570-913-69 Specifications I	
INTERIOR DESIGN ADVISORY COMMITTEE	
Interior Designers	Dawson College
JACQUES CORRIVEAU 417 St. Pierre, Bureau 70 Montreal, P.Q.	Administration ANN KITCHING Adjoint D.S.P. Careers
ANDRÉ DUBOIS 306 Seignior Drive Chateaugay, P.Q.	FRED HARRIS Career Co-ordinator
Architects	Suppliers
PAUL ANDRÉ TETRAULT President, Order of Architects of Quebec	GUITA BELLAND, Mgr. Crown Wall Paper Ltd. 1648 Sherbrooke St. West Montreal, P.Q.
ARTHUR LAU Architect 2015 Peel St. Montreal, P.Q.	Industry ERIC VIRES Design Office, Alcan 1 Place Ville Marie
LUDVIC PAPURELI Regional Architect Royal Bank of Canada Place Ville Marie Montreal, P.Q.	W. FLEET, Architect Air Canada Place Ville Marie
	Academic DEREK DRUMMOND Acting Director School of Architecture McGill University
	CHRISTOPHER LACKI Professor of Design Concordia University
	RON LEVY Professor of Architecture University de Montréal
	Interior Design, Dawson College All faculty currently teaching and student representatives from first, second and third years.

COURSE DESCRIPTIONS

FIRST TERM

510-101-68 Introduction to 2D Art I

The course is based on free hand sketching and drawing. The students develop drawing skills, build up visual memory, sharpen sense of observation, and engage in self-questioning process and criticism of their own work. The media used are pencil, ink, pastels, felt pens and wash.

510-102-68 Design Fundamentals I

This course involves learning, experimenting and analyzing basic design principles (form, function, balance, rhythm, unity, variety, scale, proportion, movement, etc.) in two-dimensional, simple geometrical compositions. The media used are pen, pencil, colour, texture, etc.

510-104-68 Fundamentals of Colour I

The course involves study of the physical, chemical, and psychological aspects of colour. Students are given exercises to familiarize them with vocabulary, colour systems, colour mixing, and psychological colour effects.

510-105-68 Drawing Techniques I

570-103-69 Introduction to Measured Drawing

These two courses run consecutively and must be taken together.

The student learns signs, symbols, graphics, conventions and principles of architectural drafting to express their design concepts in a graphic language. The course covers architectural lettering, geometrical construction, orthographic drawing (plan, elevations and sections) and isometric drawing. Students are given class exercises to learn the skill of graphical representation.

510-106-69 Materials I

The students learn the basic properties and uses of interior building materials, such as wood, concrete, bricks, tiles, metals, plastics, fabrics, carpets etc. The students visit the manufacturing plants and construction sites in addition to class lectures.

520-101-76 History of Art I

An introduction to the history of art. Work will cover European Art from pre-historic to Gothic periods. Special emphasis is given to the style development of the individual artist, school of the country, style of the particular epoch and selected masterpieces of painting, architecture, sculpture and minor arts such as pottery, jewellery, etc.

570-910-69 Applied Psychology

The course helps students to develop their thinking and observation powers. Exercises are given to simulate human behaviour in various interior environments and students translate their findings in terms of functions and physical requirements.

Term II

510-201-68 2D Art II

Prerequisite: 510-101-68

A continuation of 2D Art I. The media are extended to water colour, acrylics, designers' colours. More emphasis on still life and model paintings.

510-202-68 Design Fundamentals II

Prerequisite: 510-102-68

A continuation of Design Fundamentals. Study of basic design principles is extended to three dimensional spaces. The objective of the course is to develop a method of analyzing problems, to develop expertise in the visual communication of design solutions, to give understanding of elements of interior environment and their manipulation, and to develop critical awareness.

510-204-68 Colour II

Prerequisite: 510-104-68

The course explains the use and meaning of colour in interior environments. The students

are given exercises to analyze colour schemes in existing interiors and develop new ones for specific situations, for example, residences, restaurants, theatres, hotels, offices etc.

510-205-68 Drawing Techniques II

570-138-69 Architectural Drawing I

Prerequisites: 510-105-68 and 570-103-69

These courses run consecutively and must be taken together.

The students are given exercises to learn advanced application of orthographic drawing, oblique and dimetric views, one and two point perspective methods. Principles of shades and shadows are briefly discussed.

520-201-76 History of Art II

Prerequisite: 520-101-76

Work will cover European art from Renaissance to the end of Rococo. Students will be asked to undertake continuous research to recognize these art elements within our surroundings, as inherited, transformed, or revived from ancient times. The emphasis is as described in 510-103-63.

570-202-69 Graphic Presentation

Prerequisites: 510-105-68 and 570-103-69

The course helps the student to appreciate the value of graphic communication and to develop ways and means of visual communication. The student is exposed to presentation techniques and philosophy, reproduction methods, drawing media, mechanical media, binding and mounting techniques, audiovisual presentation, rendering, graphic composition, lettering, written information and presentation conventions, and models.

570-241-69 Design Projects I

The course introduces the student to the need and methodology of design. Students analyze existing situations and develop design solutions for one space interior environment problems.

Term III

510-301-68 2D Art III

Prerequisite: 510-201-68

A continuation of 2D Art II. Students will explore in more depth techniques and ideas experienced in the first year. Emphasis will be placed in trying to acquire a personal language to express themselves as designers and individuals. Strong emphasis is on drawing as a design resource.

510-302-68 3D Art III

Prerequisite: 510-202-68

The two and three-dimensional exercises are related to Interiors. The students build their design concepts in wood, metals, fabrics, clay and plaster.

520-301-76 History of Art III

Prerequisite: 520-210-76

Work will cover art in Western Society from 18th Century to Impressionist Era. Special emphasis will be given to the style development of architecture (in the nineteenth Century), painting and sculpture. The students will be encouraged to participate and discuss the material and analyze the influences to form and support their opinions.

570-341-69 Design Projects II

Prerequisite: 570-241-69

The course further emphasizes the importance of design methodology. Students analyze existing situations and develop design solutions for multi-space interior environments. The areas of concentration are residences and public eating environments. The course is given for six hours per week.

570-343-69 Drawing Techniques III

Prerequisites: 510-205-69 and 570-142-69

The students are given exercises to apply principles of shades and shadows to

orthographic, isometric and perspective views. The student learns interior construction methods and prepares architectural drawings. The topics dealt with are wood-frame house construction, and interior partition systems.

570-413-69 Rendering and Presentation I

Prerequisite: 570-202-69

The course introduces the students to various presentation techniques and helps them to develop their own versatility and style for each technique. The techniques explored are pencil and pen and ink.

570-916-69 Research and Documentation

The student is exposed to vast sources of information in the field of interior design. Various techniques to retrieve data from these sources is discussed. The methods of proper documentation of sources in their design work are discussed. A special emphasis is given to business letter writing.

Term IV

510-401-68 2D Art IV

Prerequisite: 510-301-68

A continuation of 2D Art III. Strong emphasis is on drawing as a design resource. Students are encouraged to take up individual projects to suit their working methods and ideas.

510-402-68 3D Art IV

Prerequisite: 510-302-68

A continuation of 3D Art III. Advanced construction techniques are used in 3D Model building. Materials used are wood, clay, styrofoam, illustration boards, heavy paper, etc.

520-401-76 History of Art IV

Prerequisite: 510-303-68

A continuation of 520-301-76. Work will cover art in Western Society from Post-Impressionist to Modern Canadian Art.

570-441-69 Design Projects III

Prerequisite: 570-341-69

A continuation of 570-341-69. Students analyze existing situations and develop design solutions for retail environments (boutiques, departmental stores) and educational interiors (schools, libraries, open classrooms etc.). The course is given for six hours per week.

570-442-69 Architectural Drawing II

Prerequisite: 570-343-69

A continuation of 570-343-69. The topics dealt with are wood-frame construction, floors ceilings, doors, staircases and special interior details.

570-513-69 Rendering and Presentation II

Prerequisite: 570-413-69

A continuation of 570-413-69. The techniques explored are water colour, felt pens, crayons and mixed media.

570-918-69 History of Interiors

Prerequisite: 510-308-68

Work will cover styles of interior architecture from Renaissance to 20th Century. Special emphasis will be given to materials, methods of construction, detailing and furniture design. Students are asked to draw sketches from the visual material presented in the class.

Term V

570-408-69 Lighting I

Prerequisite: 570-441-69

The course emphasises the importance of lighting (natural and artificial) in the interior environments. The physical and psychological qualities of light are discussed and various prevalent lighting materials and systems are analyzed.

570-541-69 Design Projects IV

Prerequisite: 570-441-69

The students are given short design problems to promote fast thinking and decision-making processes and are encouraged to apply quick and effective presentation techniques. The interior environments consist of (a) offices (b) hotels and motels (c) multi-purpose areas (student centers, exhibitions, day care centers etc.). The course is given for nine hours per week.

570-542-69 Architectural Drawing III

Prerequisite: 570-442-69

The students prepare a complete set of working drawings for one of their design projects.

570-543-69 Furniture Design and Construction I

Prerequisite: 570-441-69

The course aims to promote an understanding of how to resolve furniture design and construction problems and how they should be documented. The exercises comprise cabinet work, solid wood construction, ergonometics, materials, finishings, hardware, design detailing, technical drawings and notations, problem analysis and operational concept. The course is given for six hours per week.

570-613-69 Rendering and Presentation III

Prerequisite: 570-513-69

The students develop a method for approaching presentation problems and become aware of different objectives in rendering and presentation and of techniques appropriate to these objectives. The course will include lectures and practical exercises in the use of sketches as an aid to design and the use of photography in presentation and rendering.

570-913-69 Specification I

Prerequisite: 570-441-69

The course provides an understanding of the importance of specifications, how they are prepared and the responsibilities attached.

510-935-68 History of Architecture

Prerequisite: 570-918-69

The course covers the 20th Century concepts and developments in interior and exterior architecture by some of the most prominent interior designers, architects and companies (Knoll International, S.O.M. etc). Students are asked to draw sketches from the visual material presented in the class.

Term VI**570-641-69 Design Projects V**

Prerequisite: 570-541-69

The students are asked to select an interior environment problem consisting of either three related spaces or one large space with a variety of functions. The students design this project in its entirety giving complete furniture, colour and finish specifications, lighting and acoustical details, and prepare analysis and presentation drawings to support and explain their design solution. The course is given for twelve hours per week.

570-642-69 Architectural Drawing IV

Prerequisite: 570-542-69

The students learn basic principles of electrical wiring, heating, plumbing and air-conditioning. Simple exercises are given in the class, to familiarize students with graphic signs and symbols used in the drawings, to read and interpret these systems from given sets of blue prints, and to prepare simple diagrams to show these systems in their design projects.

570-643-69 Furniture Design and Construction II**570-919-69 (Specification II) Furniture Design and Construction**

Prerequisites: 570-543-69 and 570-913-69

A continuation of 570-543-69. More emphasis is laid on construction, sequencing, costing, furniture construction drawings and specification. These two courses are run consecutively and must be taken together.

570-911-69 Professional Practice I

Prerequisite: 570-541-69

This course deals with the practical aspects of the profession. The topics discussed are code of ethics, setting up an interior design office, building code regulations, legal and contract forms and methods of promotion and integration to related professional disciplines such as architecture and industrial design.

570-915-69 Acoustics

Prerequisite: 570-541-69

The course emphasizes the need of acoustical control in modern interior environments. The student will analyze existing materials and construction techniques in practice and solve the relatively simple acoustical problems encountered in everyday practice. Special emphasis is given to design of landscape office, open classrooms, hotel and apartment interiors, and auditoriums.

570.06 GRAPHICS

DeLorimier Campus

ADMISSION REQUIREMENTS

Secondary V Certificate

Admission is preceded by an interview at which time a portfolio or any other relevant material must be presented for assessment. Art 512 at the high school level is recommended but is not a prerequisite.

DESCRIPTION OF PROGRAMME

Graphics is the art of communication, of transmitting an idea or a message, by visual means. Using this definition as a point of departure, it is easy to see the importance of the technical and artistic formation of the professional in this specialization. As in all other sectors of visual communication, the teaching of the arts will develop creative and sensitive individuals, while the teaching of techniques will provide them with a knowledge of the procedures of reproduction necessary to the expression of their message. Besides acquiring this foundation, indispensable to the exercise of their career, illustrators or graphic artists will have to show intellectual curiosity, concern with detailed and precise work, and a good understanding of psychology and business. All the courses on the study programme have as their objective, the professional formation of these communications specialists.

EMPLOYMENT OPPORTUNITIES

Graphics offers increasing possibilities of employment, especially now in the age of industry and advertising. Many organizations, industrial or governmental, request the services of the graphic artist. Naturally, employment opportunities are greater in large urban centres than in less populated regions. The work is very diversified and promotion depends on talent and competence. The candidate going into this specialization must have good health, and get along well with people in order to fulfill the demands of numerous social contacts and long hours of work.

CONTENT OF PROGRAMME**Term I**

	English Humanities
510-101-68	2D Art I
510-102-68	3D Art I
520-101-76	History of Art and Art Appreciation I
510-104-68	Physics and Chemistry of Colour
510-105-68	Technical Drawing
570-109-69	Drawing from Observation I
570-118-69	Reproduction Techniques I
570-119-69	Photographic Techniques I

Term II

	English Humanities
510-201-68	2D Art II
510-202-68	3D Art II
520-201-76	History of Art and Art Appreciation II
510-204-68	Psychology of Colour
510-205-68	Technical Drawing
570-203-69	The Study of Lettering
570-209-69	Drawing from Observation II
570-218-69	Reproduction Techniques II
570-219-69	Photographic Techniques II

Term IIIEnglish
Humanities

- 510-301-68 2D Art III
 510-302-68 3D Art III
 520-301-76 History of Art and
 Art Appreciation III
 570-302-69 Presentation Graphics
 570-318-69 Reproduction Techniques III
 570-319-69 Photographic Techniques III
 570-320-69 Graphics I
 570-321-69 Drawing and Illustration I

Term V

Reproduction Techniques V
 Drawing and Illustration III
 Research and Photography
 Graphics III
 Typography I
 Applied Psychology
 History of Visual
 Communications I

Term IVEnglish
Humanities

- 510-401-68 2D Art IV
 510-402-68 3D Art IV
 520-401-76 History of Art and
 Art Appreciation IV
 570-418-69 Reproduction Techniques IV
 570-420-69 Graphics II
 570-421-69 Drawing and Illustration II
 570-916-69 Research and Documentation

Term VI

Reproduction Techniques IV
 Drawing and Illustration IV
 Research and Photography
 Graphics IV
 Typography II
 Administration
 History of Visual
 Communications II

COURSE DESCRIPTIONS**Term I****510-101-68 2D Art I**

The study of pictorial organization and the study of spatial organization are closely interlinked. This discipline is acquired during the first two years in the college by the repetition of graduated exercises consisting of apprenticeship in new procedures and techniques. Contents: Work in two dimensions leading to the acquisition of pictorial plastic language, with its notions, its elements, its principles and fundamental laws. Spontaneous, controlled liberating exercises (exploration, research and discovery of the pictorial surface). Composition exercises in observation, memory and invention.

510-102-68 3D Art I

Acquiring the elements of spatial plastic language (3 dimensional). Contents: Work in three dimensions leading to the acquisition of spatial plastic language, with its notions, its elements, its principles and fundamental laws. Spontaneous, controlled liberating exercises (exploration, research and discovery of the element of space). Organizational exercises in observation, memory and invention.

510-104-68 Physics and Chemistry of Colour

The study of colour in its scientific aspects (physical, chemical, and psychological). Contents: The physics of colour: the optical system of the eye, its nature, composition and functioning. Daylight and nocturnal vision. Binocular vision. Light: its nature, reflection and transmission, wave lengths, white light. Colour: its properties, classification, luminosity, saturation, brilliance, the addition and mixing of colours. Colour and lighting, peculiarities of colour. Colour and chemistry: base and pigments, composing elements. Colouring throughout the ages and modern colouring. Dyeing extracts.

510-105-68 Technical Drawing

While directing ourselves towards the aspects of pictorial and spatial organization, by a particular form of representation, the aim of the technical drawing class is to teach a universal graphic language. Contents: Notions. Elements. Use of the instruments. Principles and fundamental laws pertaining to geometric constructions, spatial concepts, measurement tables. Different perspectives.

520-101-76 History of Art and Art Appreciation I

To teach (that is, to awaken, inform, and make sensitive) the history of the arts and styles throughout the evolution of societies and their ideas, the history of forms, the plastic languages

and their techniques. Contents: Panorama of the arts from prehistoric times to the contemporary era.

570-118-69 Reproduction Techniques I

To enable the graphic artist to do his work according to the method of reproduction. Contents: Techniques of reproduction: ideas, types, nature, before printing notions, Serigraphy, relief impression, typography: raw materials and reproduction procedures.

570-119-69 Photographic Techniques I

To convey to the graphic artist a general knowledge of photography. Contents: Photography: fundamental processes; the photogram; study of photographic apparatus, their utilization; photographic emulsions, exposure, lighting, control.

Term II

510-201-68 2D Art II

Contents: Two dimensional basic exercises.

510-202-68 3D Art II

Contents: Three dimensional basic exercises.

510-204-68 Psychology of Colour

Contents: The psychology of colour; psychological effects of colour: the power of colours, their psychological qualities, trompe l'oeil, camouflage, mimicry. The effect of colour on beings: safety factors, comfort, rendering, fatigue, inadequate lighting, glare — direct and reflected, monotony.

510-205-68 Technical Drawing

Contents: Axonometric perspectives: isometric, dimetric, trimetric. Oblique perspective. True Perspective: frontal, angular. Free hand exercises (sketches). Exercises with instruments. Perspective and shadowing.

520-201-76 History of Art and Art Appreciation II

Contents: The study of a few great artists or masterpieces from the 14th to 18th Century (1300-1860). This study, the contents of which are left to the discretion of the departments or teachers, will be based not only on the artist and his works, but also on the social milieu or the context of the arts which are being compared or examined.

570-203-69 Lettering

Requiring a knowledge of lettering, its properties, its use individually or in a typographic unit. Contents: The letter: origins, family, characteristics, personality, legibility. The plastic aspect of lettering. Letters: individual elements and typographic mass. Methods of reproduction: its drawing and its technical limits.

570-218-69 Reproduction Techniques II

Contents: Reproduction techniques: the pursuit of theoretical exposures and practical application on individual and group projects.

570-219-69 Photographic Techniques II

Contents: Photography: viewpoints; negative processing; the dark room, different operations; film and labs.

Term III

510-301-68 2D Art III

Contents: Structured work in two dimensions.

510-302-68 3D Art III

Structured work in three dimensions.

520-301-76 History of Art and Art Appreciation III

Contents: The study of modern art from 1860 to the present.

570-302-69 Graphics of Presentation I

To teach the student the various techniques of presentation and to choose wisely the techniques best fitted to his work. Contents: The study of the graphic presentation of given

projects: nature, different modes, importance, format, disposal, lettering, colour, various techniques.

570-318-69 Reproduction Techniques III

Contents: Techniques of reproduction: technology, practical work applied to graphic projects that students are doing; initiation to the mechanical procedures of reproduction; tools.

570-319-69 Photographic Techniques III

Contents: Film-making and laboratory, film shooting, by contact and enlarging (literal).

570-320-69 Graphics I

To teach the student, already familiar with the basics of drawing, the understanding and solution of graphic problems. Contents: Graphics: definition, notions, elements, creative drawing in advertising graphics (printing, city projects).

570-321-69 Drawing and Illustration I

The study of practical applications of the illustration by means of appreciation and techniques. Contents: illustration: its notions, elements, nature, technology of and apprenticeship in the various techniques of illustration.

Term IV

510-401-68 2D Art IV

Contents: More complicated work in two dimensions.

510-402-68 3D Art IV

Contents: More complicated work in three dimensions.

520-401-76 History of Art and Art Appreciation IV

Contents: Artists and their surroundings. The teaching of this discipline should include active methods (discussion, audiovisual materials, visits to exhibitions and museums, personal research).

570-418-69 Reproduction Techniques IV

Contents: Techniques of reproduction: a pursuit of the study of procedures and tools at the disposal of communication.

570-420-69 Graphics II

Contents: Projects of graphic creation applied to edition, publication, cinema and television. Showing, industrial esthetics, wrapping and packaging.

570-421-69 Drawing and Illustration II

Contents: Illustration: practical application of the techniques to simple concrete projects.

570-916-69 Research and Documentation

To encourage the student to conceive, realize and use documentation. Contents: Documentation: nature, importance, origins, classification, utility, techniques and organizational procedures. Research: nature, importance, methods, techniques and organizational procedures.

Term V

570-518-69 Reproduction Techniques V

Contents: A synthesis of acquired knowledge and skills, a variety of practical work by way of existing projects and student creations.

570-521-69 Drawing and Illustration III

Contents: Illustration: elaboration of more complex projects, keeping in mind increasing elements.

570-523-69 Research and Photography

To make the student aware of the utilization of photographic means and photomechanicals in graphic art. Contents: Application of photogravure and photomechanical procedure of graphic projects.

570-524-69 Graphics III

Continuing the aim of Graphics I, emphasis will be put on the artistic part of the formation. Contents: Graphic creation applied to more elaborate projects in the same fields of activity designated in Graphics I.

570-525-69 Typography I

To give to the future graphic artist, by the use of practical demonstrations and theoretical study, the general notions of typography. Contents: The study of families of type, metal type plate. The preparation of copy, plate, photographic plate, composition. Application: practical work.

570-910-69 Applied Psychology

To make the future professional aware of the human relations problems inherent in the particular phenomena of sales, publicity, and marketing. Contents: applied psychology: nature, importance, factors; sales; advertising; marketing.

570-920-69 History of Visual Communications I

To study the influence of behaviour of different groups on their graphic expression and, by extension, to study means of reproduction. Contents: origins, cave drawings, primitive writings, scribes, various techniques. From the beginning of human history to printing.

Term VI

570-618-69 Reproduction Techniques VI

Contents: Complex and graduated projects calling on acquired knowledge and skills.

570-621-69 Drawing and Illustration IV

Contents: Joint projects calling for a synthesis of artistic and technical knowledge.

570-623-69 Research and Photography

A continuation of training in knowledge and skills from the fifth term.

570-624-69 Graphics IV

A continuation of training in knowledge and skills from the fifth term.

570-625-69 Typography II

Contents: The pursuit of technology, demonstrations, industrial visits and a series of appropriate exercises.

570-911-69 Administration

Contents: The organization of an office or studio: location, lease, contract, functioning, reception and control, clerical staff, accounting. Business: notions, functioning, honoraries, projects. Commercial law and rights.

570-921-69 History of Visual Communications II

Contents: From the birth of printing to the present. Drawings, photography, cinema, television, computers.

FACULTY: MATHEMATICS AND SCIENCES

The year an instructor first joined the college staff is indicated.

Dr. PETER P. BERLOW	Co-ordinator of Biology & Chemistry Lafontaine Campus
PAUL D'ANTONI	Co-ordinator of Mathematics & Physics Lafontaine Campus
Dr. A. DAVID ADLEY	Co-ordinator of Mathematics & Science Selby, Richelieu & Viger Campuses

BIOLOGY

BONN, Beverley D. (Miss)	B.Sc. (Acadia), M.Sc. (McGill)	1970
BOWLES, Sandra F. (Miss)	B.Sc. (S.G.W.U.), M.Sc. (McGill)	1969
BURT, Vivien K. (Mrs.)	A.B. (N.Y. U.), M.S., Ph.D. (Rutgers)	1970
COCKHILL, Melvyn	B.Sc. (McGill), Class I — T.C. (McGill) M.A. (Texas)	1970
GRIMALDI, Giovanni (John)	B.Sc. (S.G.W.U.), M.Sc. (McGill), Class I — T. C. (U. of Toronto)	1970
MACLACHLAN, Sally S. (Mrs.)	B.Sc., M.Sc., (U. of Manitoba) Ph. D. (U. of Alberta)	1969
SINCLAIR, Anne	B.Sc. (McGill))	1969
OP DE BEECK, Jacques	B.A. (Loyola), M.Sc. (McGill), D.E.N.S. (U. de Montréal)	1972
STALEY, Patricia (Miss)	B.Sc. (U. of Bristol)	1969
VAN NORMAN, Eleanore (Mrs.)	B.Sc. (U. of Toronto)	1970
WYJAD, Daniel J.	B.Sc., M.Sc. (McGill), Class I — T.C. (McGill)	1970

CHEMISTRY

ADLEY, David	B.Sc. (McGill), M.Sc. (U. of Minnesota) 1969 Ph.D. (McGill)	
AHMED, Wahid-Uddin	B.Sc. (Punjab U., India), M.Sc. (Karachi U., India), Ph.D. (Julius Maximilian U., Germany)	1970
ASSAD, Nadra E. N.	B. Tech. Sc., Ph.D. (Manchester, U.K.)	1971
BERLOW, Peter P.	A. B. (Princeton), Ph.D. (Cornell)	1969
BRENDER, Harold	B.Sc., Ph.D. (McGill)	1969
BIGHLER, Robert E. J.	B.Sc. (U. of Alberta), Ph.D. (U. of Western Ontario)	1972
GEORGHIOU, Paris E.	B.Sc. (U. of Witwatersrand, S. Africa), Ph.D. (McGill)	1972
JACOBS, Lorne S.	B.Sc. (S.G.W.U.), Class I - T.C. (McGill)	1969
RAAB, Karl	B.A. (U. of Vermont), M.A. (Clark U.), Ph.D. (U. of Mississippi)	1970
SERAFIN, Anna T. (Mrs.)	P. Eng. (U. of London, U.K.)	1969
VADLAMUDY, Subbanna	B.Sc. (Andhra U., India), M.Sc., Ph.D. (Saugar U., India), Class I — T.C. (McGill)	1970
VAN EYKEN, Henry	Tech. Chem. Dip. (Netherlands), B.Sc. (S.G.W.U.)	1969
WALDRON, Brian S.	B.Sc. (U. of Birmingham, U.K.), B.Ed. (U. de Montréal), M.Sc. (U. of New Brunswick)	1972
WHARF, Ivor	B.Sc., Ph.D. (U. of London, U.K.)	1970
YIM, Chung Tat (C.T.)	B.Sc., (Fu-Tam, China), Ph.D. (McGill)	1970

GEOLOGY

BISHAY, Y.M. (Joe)	B.Sc., M.A., Ph.D. (Alexandria, Egypt)	1969
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MATHEMATICS

BROWN, Grant	A.B. (Dartmouth), M.Sc. (Stanford)	1970
CHRIQUI, Claude	B.Sc. (S.G.W.U.), M.Sc. (U. de Montréal)	1969
D'ANTONI, Paul	B.Sc. (S.G.W.U.), B.Ed. (St. Joseph's)	1969
DE GRAAF, René	M.Sc. (Tech. U. Delft, Neth.)	1972
DENTON, John	B.A. (Michigan), M.A., Ph.D. (Harvard) D.E.N.S. (U. de Montréal)	1969
DRINKWATER, Anne (Miss)	B.A. (Emmanuel, Boston), M.A. (U. of Vermont), Ph.D. (McGill)	1972
ENTUS, Edward	B.Sc., M.T. M. (S.G.W.U.)	1970
FAINSILBER, Harry	B.Sc. (S.G.W.U.), M.A. (Waterloo)	1971
GELLER, Lionel	B. Eng. (McGill)	1972
GOMBOS, Ivan	B.Sc., M.Sc. (McGill)	1971
GOODALE, Glen	B.Sc. (McGill), B.A. (S.G.W.U.)	1972
GREENSPAN, Harry	B.Sc., M.Sc. (McGill)	1970
GREIG, Alan	B.Eng., M.Sc. (McGill)	1969
GUADAGNI, Jill (Miss)	B.Sc. (Loyola), B.Ed. (St. Joseph's) M.T.M., (S.G.W.U.)	1969
GUERNIERO, Joseph	B.Sc. (Loyola), M.Sc. (Queens)	1969
HART, Roderick	B.Sc. (S.G.W.U.), Class I — T.C. (McGill)	1970
HECHT, Paul	B.Sc. (S.G.W.U.), Class I — T.C. (McGill), M.T.M. (S.G.W.U.)	1969
KURYS, Robert	B.Ed., Class I — T.C. (McGill) M.Sc. (Clarkson), M.T.M. (S.G.W.U.)	1970
McFARLANE, Keith	T.C. — (Mico College, Jamaica), M.Sc. (Cornell), M.A. (McGill)	1969
McKENZIE, Robert	B.Sc. (McGill)	1969
NADLER, Eric	B.Sc. (Loyola)	1972
NARINE, Latchmy	B.A. (Delhi U., India), M.A. (Dalhousie)	1971
PULFER, Margaret (Miss)	B.Sc. (Sussex U., U.K.)	1972
SMITH, Brian	M.A. (Dublin U.), M.Sc. (U. of Alberta), Ph.D. (Queens)	1970
SMITH, Darryl A.	B.Eng. (McGill), M.B.A. (Queens)	1972
TAM, Kwok-Kee (Kee)	B.Sc., (U. of Toronto), M.Sc. (U. of Alberta), M.S.E. (U. of Michigan), Ph.D. (U. of Windsor)	1970
TAVARES, Donald C.	B.Sc., M.A. (S.G.W.U.)	1969

PHYSICS

ANDERSON, Michela (Mrs.)	B.A. (Temple U.), M.Sc. (McGill)	1970
ASSAF, Basim	B.Sc. (Baghdad, Iraq.), M.Sc. (McGill)	1969
BENMUSSA, Stella (Mrs.)	B.Sc., M.Sc. (North Carolina)	1969
ERDOGEN, Hode	B.Sc. (Middle East Tech. U., Turkey) M.Sc. (Queens)	1972
GUPTA, Om	B.Sc., M.Sc. (Delhi U., India), Ph.D. (U. of Alberta)	1972
HADDAD, Low M.	B.A., M.A. (U. of Western Ontario) Ph.D. (McGill)	1970
MackENZIE, Ian	B.Sc., M.Sc. (U. of Natal, S. Africa) Ph.D. (McGill)	1969
PAPADOPOULOS, Max	B.A. (U. of California, Berkeley), M.Sc. (U. of Washington)	1969
RAO, Durga (Mrs.)	B.Sc. (Andra U., India), M.Sc. (McGill)	1970
RAY, Siddhartha	B.Sc., M.Sc. (Calcutta U., India) M.Sc., Ph.D. (McGill)	1972
SAHEB, Rafik E.	B.Sc., M.Sc. (U. of Kansas)	1970
SAXENA, Govind	B.Sc., M.Sc. (Allahabad U., India) Ph.D. (McGill)	1970
SHOEMAKER, Richard	B.A. (U. of Pennsylvania), M.S. (Rutgers)	1970
SIMPSON, Margaret (Miss)	B.Sc., M.Sc. (McGill)	1972
STARK, Francis		1970
SVEC, Miloslav	M.Sc. (Czech. Tech. University)	1972
ZENONE, Silvio	B.A. (Harper College), M.S., Ph.D. (Syracuse U.)	1972